Holy Eucharist Catholic Primary School
St Albans South.

ASSESSMENT AND REPORTING

APPENDIX:
1. Holy Eucharist School - Sociolinguistic Profile
2. Holy Eucharist School – Assessment Schedule (Literacy)
3. Holy Eucharist School - Assessment Schedule (Mathematics)
4. Holy Eucharist School - Assessment Schedule (English as an Additional Language [EAL])

Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

A safe and nurturing culture for all children and young people at our Catholic school

‘The intention for this statement is to provide a central focus for child safety1 at our Catholic school, built around a common understanding of the moral imperative and overarching commitments that underpin our drive for improvement and cultural change….

…Holy Eucharist Primary School together with the CECV will stay abreast of current legislation and will meet legislative duties to protect the safety and wellbeing of children and young people in our care, including the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements2.

1As defined by the Victorian Government Special Gazette No. 2 (2016), ‘children and young people’ in this document refers to those children and young people enrolled as students in Catholic schools in Victoria.

2Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

EVIDENCE OF THIS OCCURRING AT HOLY EUCHARIST

To create and maintain a safe and nurturing culture, our school will actively and continually develop and review all policies, processes and practices, informed by emerging thinking and evidence.

Holy Eucharist Primary School, in partnership with families, will ensure children and young people, are engaged and active participants in decision-making processes...

Rationale:
At Holy Eucharist School assessment is the ‘ongoing process of gathering, analysing, interpreting and using data about learners’ progress and achievement to improve learning’. Assessment that is purposeful provides useful information to report credibly to students, parents and caregivers on student achievement. A variety of assessment methods fit for purpose provides teachers with evidence of what students know and can do and their particular strengths and weaknesses.

Teachers can then report to parents on:
• Student progress
• Where students are in comparison to the relevant Standards
• What needs to be done by teachers, students and parents in order to improve the student’s learning outcomes.

Information is gathered through assessment which allows for teachers to:
• Make judgements ‘against the standards defined for the strands of each curriculum area taught’2.
• ‘Design learning and teaching that is differentiated and personalised’3.
• ‘Focus on the progression and growth of the whole person’4.

Accurate judgments are made based on evidence and are recorded ‘to ensure that expected progress is made over time’5.

1Horizons of Hope, Strategy: Assessment in a Catholic School
2Reporting Student Progress and Achievement - 2016, Guidelines for Victorian Catholic Schools.
3Horizons of Hope, Strategy: Assessment in a Catholic School
4Horizons of Hope, Strategy: Assessment in a Catholic School
5Horizons of Hope, Strategy: Assessment in a Catholic School
Aims:
Assessment and Reporting will be:
• Ongoing
• Informative
• Accurate
• Purposeful
• Communicated to parents and relevant bodies using the most appropriate methods
• Based on common understandings of standards and expectations within and across levels
• Collected and communicated using a variety of methods
• Designed to match the purpose and the audience
• Collected and used to drive teaching and learning.
• Directly related to program goals, learning intentions and student outcomes

Implementation:
• All grades implement ongoing assessment as well as those listed on the whole school Assessment Schedule
• All grades to complete a written report on each child in their grade.
• There are 2 written reports each year. One in July and one in December. Using the A-E Report proforma.
• Written Reports are to be written and saved using the N Forma reporting program.
• All classroom teachers will have a personal laptop computer to record their results.
• Parent teacher Interviews to be conducted at the beginning of the year and in June/ July accompanied by the written report. December report sent home.
• Parent teacher Interviews can be conducted by request at any other time, if the teacher feels there is a need, aside from the specified times.
• Assessments consist of formal and informal testing.
• Assessment of a child’s progress by teachers should be relevant, varied and continuous; not solely reliant on formal testing.
• Each teacher will keep appropriate records to document a child’s progress.
• This assessment record should be updated regularly and be readily available for reference by the appropriate staff members.

NAPLAN
The students in Years 3 and 5 are required to take part in the National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or ‘domains’) of:
• Reading
• Writing
• Language Conventions (spelling, grammar and punctuation
• Numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.
Holy Eucharist Beliefs About Assessment

We Believe that Assessment:

- Must be focused and specific.
- Meet individual needs of the children and is ongoing and consistent.
- Takes place in a variety of ways: Individually, partner and groups.
- Activities / strategies need to be varied: visual, written, oral, aural and concrete.
- Is modified to cater for children with special needs.
- Provides positive feedback and encouragement, and constructive criticism to students.
- Reflects the individual progress of the child.
- Covers all of the Key Learning areas.
- Allows children to be given time to reflect on their own work.
- Is directly related to what is being taught in the classroom.
- Drives our teaching and learning.
- Have achievable goals and clear guidelines for the children so they know what is expected from them.
- Is recorded in a variety of ways to cater for the differences across the curriculum and in the children themselves.

Parent / Teacher Interviews

Formal Parent Interviews are conducted in Term 1 and end of Term 2

Term 1. Parent/Teacher Chats conducted within the first 6 weeks of the School year. This is an opportunity for parents to meet their child’s teacher and for teachers to complete a Sociolinguistic Profile for the students in their class.

Term 2. Formal interviews are held at the end of Term 2 to discuss children’s educational and social progress. Written report is given out and discussed.

Term 4. A formal interview may be arranged on request by the teacher or parent only. Written report is given out and discussed.

Special Needs Program:

Parent meetings are arranged by the Special Needs Coordinator each term for all children on the LNSLN program.

Speech:

Outer North Western coordinator meets regularly with parents, teachers and students.

Interpreters:

Interpreters for some languages are available at parent interview times through Interpreting Services.

REPORTS

Written Reports

- Half Year Report in June/ July
- End of Year Report in December.
- Written reports are sent out to the parents before the formal interview times to allow time for them to read and understand what is on the report.
- Reports are written by each teacher using the N-forma software installed on the school computers.
- Students on the EAL Continuum receive a report against the stages of the EAL standards that are included in the EAL Companion to AusVELS, rather than the levels of the English standards.

Topic Outlines

- All year levels will provide parents and care givers with a Topic outline at the beginning of each term.
- Topic Outline sheets contain a summary of what will be covered across all curriculum areas in that particular year levels for that term.
- Topic Outline will go home at the beginning of each term inside the Assessment Portfolio and parents will be required to sign the sheet and to return it to school inside the Assessment Portfolio.
Student Portfolios (Work Samples)

- Throughout the term, teachers will collect samples of your student work. These samples are collected as evidence of student progression (across the strands) and as an indication of what has been taught.
- The samples collected are to correlate with what has been documented on the Topic Outline sheet.
- The work samples are corrected by the teacher and should have relevant comments to support what the student has achieved.
- Parents are invited to look through the Assessment Portfolio with their child.
- Parents are requested to write positive comments in the space provided (on the yellow cover sheet) and to sign it.
- Parents are asked to return the Assessment Portfolio immediately after viewing the samples with their child.

Evaluation:

- The relevance of this document to be reviewed annually or when changes occur.

Staff Members involved: Staff meeting led by Michael Bonnici

Date of Draft: 27 April 2016

Date of Ratification:

Date of Review:
### Child's Name: _______________________________   Grade/Teacher_________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of birth?</td>
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<tr>
<td>How long have they been in Australia?</td>
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<tr>
<td>Who does the child live with?</td>
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<td>Who can pick up your child from school?</td>
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<td>Do they have any siblings?</td>
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<tr>
<td>Placement in the family</td>
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<tr>
<td>Language/s spoken at home?</td>
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<tr>
<td>In what language do you speak to your child?</td>
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<tr>
<td>Can they speak/understand your language?</td>
<td></td>
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<tr>
<td>Is that language clear/fluent?</td>
<td></td>
</tr>
<tr>
<td>How many languages spoken at home?</td>
<td></td>
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<tr>
<td>Religious traditions/beliefs?</td>
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<tr>
<td>Do they attend a language school?</td>
<td></td>
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<tr>
<td>Anyone to help with homework?</td>
<td></td>
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<tr>
<td>Do they have a tutor?</td>
<td></td>
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<tr>
<td>Who reads with your child (language)?</td>
<td></td>
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<tr>
<td>Is your child reading with/without support?</td>
<td></td>
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<tr>
<td>Medical history</td>
<td></td>
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<tr>
<td>Time when they go to bed?</td>
<td></td>
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<tr>
<td>Do they eat breakfast?</td>
<td></td>
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<tr>
<td>Feedback about school</td>
<td></td>
</tr>
<tr>
<td>Happy at school/Attitude to school</td>
<td></td>
</tr>
<tr>
<td>Anything that I should know about your child?</td>
<td></td>
</tr>
<tr>
<td>How is the behaviour at home?</td>
<td></td>
</tr>
<tr>
<td>How independent is your child?</td>
<td></td>
</tr>
<tr>
<td>Dress/Eat/Responsibilities?</td>
<td></td>
</tr>
<tr>
<td>After school activities?</td>
<td></td>
</tr>
<tr>
<td>Interests/hobbies</td>
<td></td>
</tr>
<tr>
<td>Computer Internet at home?</td>
<td></td>
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<tr>
<td>Who is the best person to communicate with regarding school?</td>
<td></td>
</tr>
<tr>
<td>Do you require an interpreter?</td>
<td></td>
</tr>
<tr>
<td>Do you need help with document translation?</td>
<td></td>
</tr>
<tr>
<td>Available to help in the classroom?</td>
<td></td>
</tr>
</tbody>
</table>
## HOLY EUCHARIST SCHOOL – ASSESSMENT SCHEDULE 2016

### LITERACY

<table>
<thead>
<tr>
<th>JUNIOR SCHOOL</th>
<th>TERM 1 - PERIOD 1 (Results due 1st Fri March)</th>
<th>TERM 2 (Results due 1st Fri June)</th>
<th>TERM 3</th>
<th>TERM 4 - PERIOD 2 (Results due 1st Fri December)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREP</td>
<td>• Sociolinguistic profile (Meet the Teacher)</td>
<td>• Ongoing Running Records</td>
<td>• Preps to complete 2nd ROL on students who scored 32 and under in pre testing.</td>
<td>• ROL.</td>
</tr>
<tr>
<td></td>
<td>• ROL.</td>
<td>• Ongoing Writing Analysis (PLT’s)</td>
<td>• Sutherland Phonological Awareness (SPAT-R) on all prep students 6 months after commencing school.</td>
<td>• Running records.</td>
</tr>
<tr>
<td></td>
<td>• Running records.</td>
<td>• Ongoing Writing Analysis (PLT’s)</td>
<td>• Ongoing Running Records</td>
<td>• Whole observational Survey + BURT</td>
</tr>
<tr>
<td></td>
<td>• Whole observational Survey + BURT</td>
<td>• Ongoing Writing Analysis (PLT’s)</td>
<td>• Ongoing Writing Analysis (PLT’s)</td>
<td>• Ongoing Writing Analysis (PLT’s)</td>
</tr>
<tr>
<td></td>
<td>• Ongoing Writing Analysis (PLT’s)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CURRENT VERSION 09-05-16**

| ONE           | • Sociolinguistic profile (Meet the Teacher)  | • Ongoing Running Records       | • Grade 1’s to complete 2nd ROL on students who scored 32 and under in pre testing. | • ROL. |
|               | • ROL.                                       | • Ongoing Writing Analysis (PLT’s) | • Sutherland Phonological Awareness (SPAT-R) on students under RR level 15. | • Running record. |
|               | • Running record.                            |                                  | • Ongoing Running Records | • Whole observational Survey + BURT |
|               | • Whole observational Survey + BURT          |                                  | • Ongoing Writing Analysis (PLT’s) | • Ongoing Writing Analysis (PLT’s) |
|               | • Peters Dictation #1.                       |                                  |                                  |                                  |
|               | • Sutherland Phonological Awareness (SPAT-R) |                                  |                                  |                                  |
|               | on students under RR level 5.                |                                  |                                  |                                  |
|               | • Ongoing Writing Analysis (PLT’s)           |                                  |                                  |                                  |

**TWO**

| TWO           | • Sociolinguistic profile (Meet the Teacher)  | • Ongoing Running Records       | • Grade 2’s to complete 2nd ROL on students who scored 32 and under in pre testing. | • ROL. |
|               | • ROL.                                       | • Ongoing Writing Analysis (PLT’s) | • Sutherland Phonological Awareness (SPAT-R) on students under RR level 28. | • Running record. |
|               | • Running record.                            |                                  | • Ongoing Running Records | • Whole observational Survey + BURT |
|               | • Whole observational Survey + BURT          |                                  | • Ongoing Writing Analysis (PLT’s) | • Peters dictation Grade 2 – for reading level 15+ |
|               | • Peters dictation Grade 2 – for reading level 15+ |                                  |                                  | • PAT-Reading |
|               | • PAT-Reading Test 1                         |                                  |                                  |                                  |
|               | • Sutherland Phonological Awareness (SPAT-R) |                                  |                                  |                                  |
|               | on students under RR level 15.               |                                  |                                  |                                  |
|               | • Ongoing Writing Analysis (PLT’s)           |                                  |                                  |                                  |

### NB:

- EAL continuums for students who fit EAL criteria (See below).
| MIDDLE SCHOOL | TERM 1 - PERIOD 1  
(Results due 1st Fri March) | TERM 2  
(Results due 1st Fri June) | TERM 3 | TERM 4 - PERIOD 2  
(Results due 1st Fri December) |
|----------------|------------------------------------------------|----------------|----------------|------------------------------------------------|
| THREE/FOUR     | • Grade 3 and 4's to complete ROL on students who scored 32 and under in previous testing  
• Sociolinguistic profile. (Meet the Teacher)  
• Ongoing Writing Analysis (PLT’s)  
• BURT  
• Peters Dictation 3 (NB if child achieves less than 80, do Peters Dictation 2).  
• Ongoing Running Records  
• Sutherland Phonological Awareness (SPAT-R) on students under RR level 28.  
• Benchmarks for key tests Text, Peters, Burt, Pat R etc. need to be developed | • NAPLAN - May (GR 3)  
• Ongoing Writing Analysis (PLT’s)  
• Ongoing Running Records  
| • Grade 3 and 4's to complete 2nd ROL on students who scored 36 and under in pre testing.  
• Sutherland Phonological Awareness (SPAT-R) on students under RR level 28.  
• Ongoing Writing Analysis (PLT’s)  
• Ongoing Running Records  
| • PAT R.  
• Peters Dictation 3 (NB if child achieves less than 80, do Peters Dictation 2).  
• Ongoing Writing Analysis (PLT’s)  
• Ongoing Running Records |

NB:  
• Running record + full observational survey for students 28 or lower. Each term to record progress. (Beginning and end of year)  
• Whole observational survey for any new child to be recorded on server only if running record is lower than 28.  
• EAL continuums for students who fit EAL criteria (See below)  

| SENIOR SCHOOL | TERM 1 - PERIOD 1  
(Results due 1st Fri March) | TERM 2  
(Results due 1st Fri June) | TERM 3 | TERM 4 - PERIOD 2  
(Results due 1st Fri December) |
|----------------|------------------------------------------------|----------------|----------------|------------------------------------------------|
| FIVE/SIX       | • Peters Dictation 4 (NB if child achieves less than 80, do Peters Dictation 3).  
• Sociolinguistic profile. (Meet the Teacher)  
• Ongoing Writing Analysis (PLT’s)  
• BURT  
• Grade 5 and 6's to complete ROL on students who have scored 36 and under in previous testing.  
• Sutherland Phonological Awareness (SPAT-R) on students under RR level 28.  
• NAPLAN - May (GR 5)  
• Ongoing Writing Analysis (PLT’s)  
| • Grade 5 and 6's to complete 2nd ROL on students who scored 36 and under in pre testing.  
• Sutherland Phonological Awareness (SPAT-R) on students under RR level 28.  
• Ongoing Writing Analysis (PLT’s)  
| • PAT R.  
• Peters Dictation 4 (NB if child achieves less than 80, do Peters Dictation 3).  
• – Spelling.  
• Ongoing Writing Analysis (PLT’s)  
| • PAT R.  
• Peters Dictation 4 (NB if child achieves less than 80, do Peters Dictation 3).  
• – Spelling.  
• Ongoing Writing Analysis (PLT’s) |

NB:  
• Running record + full observational survey for students 28 or lower. Each term to record progress. (Beginning and end of year)  
• Whole observational survey for any new child to be recorded on server only if running record is lower than 28.  
• EAL continuums for students who fit EAL criteria (See below)
<table>
<thead>
<tr>
<th>BEGINNING OF TERM 1</th>
<th>TERM 2 (MAY)</th>
<th>TERM 3 (OCTOBER)</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREP</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Foundation Assessment 1</td>
<td></td>
<td></td>
<td>• Foundation Assessment 1</td>
</tr>
<tr>
<td><strong>ONE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Early Number Assessment</td>
<td>• PAT 1 Early Number Assessment (For students at risk)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TWO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assessment 3A (Number words and numerals)</td>
<td>• PAT 2 Early Number Assessment (For students at risk)</td>
<td></td>
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<tr>
<td><strong>THREE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• TARGETING MATHS – NAPLAN PRACTISE TEST</td>
<td>• PAT 3</td>
<td>• PAT 3</td>
<td></td>
</tr>
<tr>
<td>• NEW WAVE MENTAL MATHS INTERVIEW (Norman Prompts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FOUR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• NEW WAVE MENTAL MATHS INTERVIEW (Norman Prompts)</td>
<td>• PAT 4</td>
<td>• PAT 4</td>
<td></td>
</tr>
<tr>
<td><strong>FIVE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• TARGETING MATHS – NAPLAN PRACTISE TEST</td>
<td>• PAT 5</td>
<td>• PAT 5</td>
<td></td>
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<tr>
<td>• NEW WAVE MENTAL MATHS INTERVIEW (Norman Prompts)</td>
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<tr>
<td><strong>SIX</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• NEW WAVE MENTAL MATHS INTERVIEW (Norman Prompts)</td>
<td>• PAT 6</td>
<td>• PAT 6</td>
<td></td>
</tr>
</tbody>
</table>

**ONGOING ASSESSMENTS:**
It is an expectation that at all Year Levels, teachers Pre Assess and Post Assess their students in Mathematics Units that are covered throughout the year.
The EAL Developmental Continuum.

The EAL Developmental Continuum P–10 should be used for the sub-set of students who are learning English as a second or additional language (EAL) for whom the use of English standards would not give an accurate reflection of their learning.

There are three stages to the EAL Developmental Continuum P–10:

- Lower Primary (Years P to 2): A1, A2
- Middle/Upper Primary (Years 3 to 6): BL, B1, B2, B3
- Secondary (Years 7 to 10): SL, S1, S2, S3, S4

Criteria for students being placed on the EAL continuum:

1. New Arrivals – Must be on continuum.
2. Any EAL background student who is being referred. Any child referred for speech (Oral language) + EAL.
3. Students funded under severe language disorder + E.A.L. background = Must be on continuum.
4. No EAL background then no continuum (This is learning need and not a EAL language need)
5. EAL students who are working significantly below Ausvels standard. As EAL students learn more English, their learning begins to correspond to the English standards.

Scores used to identify students to be plotted on the continuum:

<table>
<thead>
<tr>
<th>TEXT LEVEL</th>
<th>ROL</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade PREP</td>
<td>Level 0</td>
<td>&lt;8</td>
</tr>
<tr>
<td>Grade 1</td>
<td>&lt;Level 5</td>
<td>&lt;13</td>
</tr>
<tr>
<td>Grade 2</td>
<td>&lt;Level 10</td>
<td>&lt;16</td>
</tr>
<tr>
<td>Grade 3</td>
<td>&lt;Level 15</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Grade 4</td>
<td>&lt;Level 20</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Grade 5</td>
<td>&lt;Level 20</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Grade 6</td>
<td>&lt;Level 20</td>
<td>&lt;20</td>
</tr>
</tbody>
</table>

- These scores are to be used as indicators only. Scores are not to be looked at in isolation rather they should be used to create an overall profile of English development.
- Teachers’ observations, anecdotal notes as well as work samples should also be used as evidence to justify their judgement for placing students on the continuum or marking students against AusVELS achievement standards.
- If an assessment of an EAL student on the English standards is within acceptable year level parameters, then it is time to start using the English standards for assessing and reporting progress. If not, then the EAL standards should continue to be used.

NB: No student is to be taken off the continuum without consultation with the Leadership team.
EAL CONTINUUM
How we address the needs of our EAL students at Holy Eucharist:

**LANGUAGE NEEDS**

**Who?**

EAL (Refugee status)

**How?**

Phase 1: 1:1 Withdrawal

Phase 2: Withdrawal in small groups (by EAL teachers)

Phase 3:
- In class support to provide scaffolding for EAL learners.
- Classroom teacher supported by EAL teacher for Curriculum modification and help with differentiation.

**LEARNING NEEDS**

**Who?**

EAL + Special Needs

**How?**

Identifying students needs through appropriate assessments

Speech Programs recommended following assessments

- In class support for students through ILP goals and modified literacy activities.
- Withdrawal in small groups by EAL teacher to support classroom programs.

A referral is made for any EAL student who has not made expected progress on the EAL continuum

Compiled by Michael Bonnici and Angela Burke