Kurwongbah State School

Whole School Assessment and Reporting Plan

Rationale

The purpose of this document is to specify the range of assessment tools and the expected achievement targets for diagnostic, formative and summative assessment tasks undertaken.

At Kurwongbah State School, we believe that learning is the responsibility of individuals together and that the purpose of data collection centres on the teaching and learning practices to support student engagement and success. Through targeted data collection and analysis, our primary focus is to maximise student outcomes. A cyclical assessment and data collection process enables us to development of learning and differentiated plans, which acknowledge the diverse learners in our community. It is also a vital tool to identify, assess and inform the strategic planning of key priority areas.

At Kurwongbah State School, the collection and analysis of data provides opportunities to:

- Use and analyse student achievement data effectively to stimulate professional dialogue
- Monitor and track student progress and performance so that adjustments can be evaluated and reviewed
- Plan individual learning supports and goals for students in key aspects of literacy and numeracy
- Maximise the school's resources to meet the prioritised needs of students and staff
- Acknowledge, align and consolidate effective approaches to curriculum, pedagogy and assessment
- Define, schedule and scaffold the assessment implementation, analysis and response strategies to support student achievements
- Enhance professional discussions when reviewing data and developing targeted supports
- Supporting data informed, productive and professional conversations during moderation, planning and assessment reviews
- Celebrating whole school success through learning outcomes and achievements

The data gathered from assessment will be used by class teachers and at the whole-school level. Key uses of class data are to:

- directly inform teaching practice
- show trends in student learning
- report student progress to parents and students
- guide classroom planning
- group students

Classroom data and additional information may be used at the whole-school level to:

- inform whole-school planning and improvement strategies
- show trends in student achievement
- provide accountability to school leaders, government and the broader community about school effectiveness
- guide the efficient management of the school
- inform policy development.
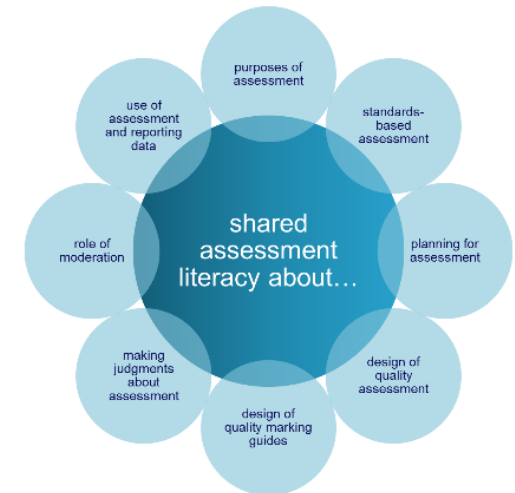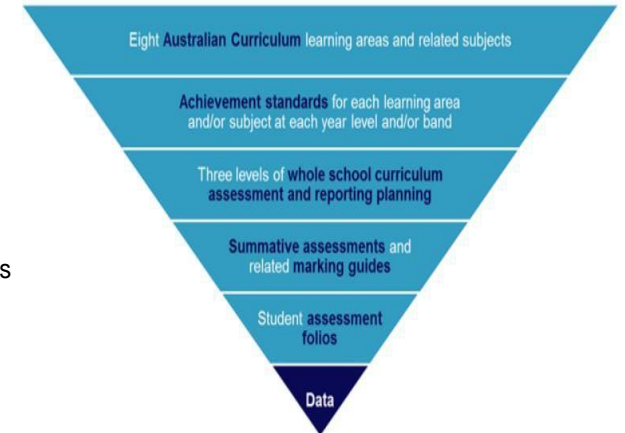
The implementation of this document will ensure that teachers achieve a more thorough knowledge of where academically diverse students are situated in their learning journey and enable teachers to plan and implement differentiated learning experiences for every child. This will allow all students to be challenged, reach their potential and experience success.

Assessment and Monitoring

As per data collection schedules, and throughout units of work, year level specific assessment is ongoing and embedded. These opportunities provide students with a variety of ways to demonstrate their skills, knowledge and understanding. Tools specific to the assessment or monitoring are prescribed in these schedules, and include diagnostic, formative and summative assessment tasks.

All summative assessment tasks are aligned with the relevant Australian Curriculum achievement standards for each curriculum area. Judgements for student achievement in all curriculum areas are made using school reviewed unit criteria sheets. Student work is collected at specific junctures to allow teachers to make an informed and on-balance judgement on students' level of achievement. Student folios of work are moderated to ensure consistency in judgement across cohorts. Blind moderation and portfolio moderation opportunities are scheduled throughout the year.

Assessment and monitoring tools utilised at Kurwongbah State School include:

- Unit assessment for each curriculum area against the Australian Curriculum achievement standards
- Running records : PM Benchmark
- Running records: PROBE Benchmarks
- Sound, Letter, Gesture checklist
- Kurwongbah Sight Words
- M100 Sight Words
- NAPLAN
- NCR Pre and Post term diagnostics
- Early Start – Literacy and Numeracy data
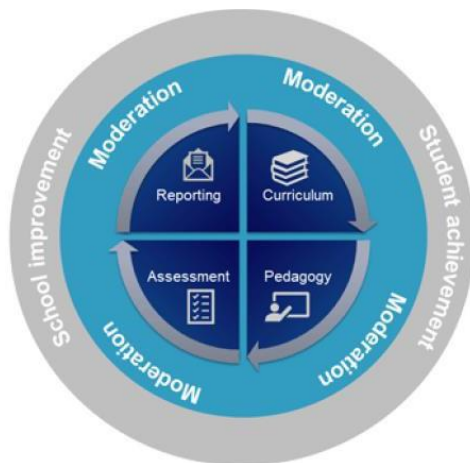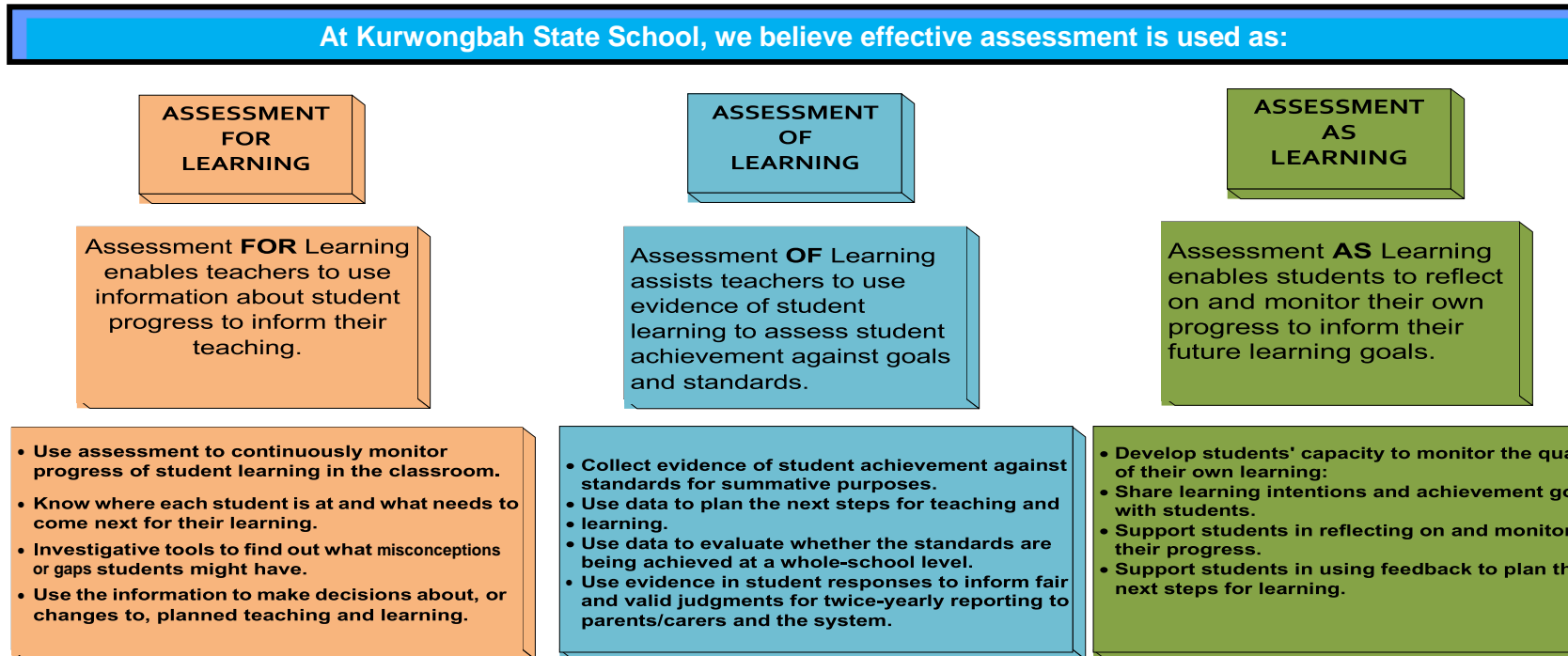- Behaviour and Attendance data
- NCCD and AEDC data

Summative assessment data for English and Mathematics is stored in student portfolios and plotted on the standards elaborations provided by the QCAA.
*The QCAA has developed standards elaborations to assist teachers using the Australian Curriculum achievement standards to make consistent, comparable and defensible A to E judgments about the evidence of achievement in a folio of student work.

Diagnostic data is recorded using scheduled markbooks on OneSchool. The outcomes of data analysis are represented using the class data placemat, class dashboard and support provisions. Timelines for the upload of data are specified in the OneSchool Data Schedule.

Where optional formative or monitoring tasks are conducted within a unit of work, data is recorded at the discretion of the teacher and the resulting differentiation; enrichment or intervention is evidenced in ongoing planning.

Model used to formulate the assessment and monitoring schedule:

At Kurwongbah State School, we believe effective assessment is used as:

ASSESSMENT FOR LEARNING	ASSESSMENT OF LEARNING	ASSESSMENT AS LEARNING

Assessment **FOR** Learning enables teachers to use information about student progress to inform their teaching.

Assessment **OF** Learning assists teachers to use evidence of student learning to assess student achievement against goals and standards.

Assessment **AS** Learning enables students to reflect on and monitor their own progress to inform their future learning goals.

- Use assessment to continuously monitor progress of student learning in the classroom.
- Know where each student is at and what needs to come next for their learning.
- Investigative tools to find out what misconceptions or gaps students might have.
- Use the information to make decisions about, or changes to, planned teaching and learning.

- Collect evidence of student achievement against standards for summative purposes.
- Use data to plan the next steps for teaching and learning.
- Use data to evaluate whether the standards are being achieved at a whole-school level.
- Use evidence in student responses to inform fair and valid judgments for twice-yearly reporting to parents/carers and the system.

- Develop students' capacity to monitor the quality of their own learning:
- Share learning intentions and achievement goals with students.
- Support students in reflecting on and monitoring their progress.
- Support students in using feedback to plan the next steps for learning.

Teachers use a whole school approach to moderation to align curriculum, pedagogy, assessment and reporting; and to ensure consistency of teacher judgments and validity of reported results. Systematic curriculum delivery is expanded into a number of interrelated components:

- curriculum – what teachers teach and students learn
- pedagogy – how teachers teach and differentiate so that every student's learning needs are met in ways appropriate to the curriculum, the age and nature of the learner, and the context in which they are learning
- assessment – how teachers judge the quality of evidence of student achievement against the relevant achievement standards and use data to provide the curriculum in a way that supports continuous improvement in student learning and achievement
- reporting – how teachers report to parents/carers on student learning and achievement against the relevant achievement standards using the appropriate five-point scale

Kurwongbah State School Data Plan

Data	Collected	Procedure	Collection mode	Reviewed by	Data use	Target
Academic Data – ASSESSMENT OF LEARNING						
Standardised Assessments – tracking student progress over time						
NAPLAN • Relative gain • % at or above NMS • % in U2B Identification of target groups for intervention	Annually T2	As per National Guidelines	Federal NAPLAN data Collated into One School	Leadership Team Data Team Class Teachers Year level teams	Inform teaching practices Inform Learning Support Interventions – target students and learning gaps Triangulation of student data	100% students above NMS Increased % of students in U2B as per annual AIP targets. • Year 3 Reading 65% • Year 5 Reading 50% • Year 3 Numeracy 50% • Year 5 Numeracy 35% • Year 3 Writing 45% • Year 5 Writing 20% Student performance at or above statistically comparable Qld schools
Summative Assessments – assigning levels of achievement						
Summative assessment tasks (A-E)	End of each unit		Linked to KLAs and the year level assessment plans	Year level teaching teams	Inform teaching practices Inform reporting to parents twice annually	Sem 1 80% at rating C or above Sem 2 80% at rating C or above English Mathematics Science
Levels of Achievement All students	Twice annually	Evidence of learning - Student folios Moderation Tracking sheets for class formations	School generated from Semester report data in One School	Leadership Team Year level teaching teams	Inform targeted and explicit teaching for students (e.g. enrichment, SWD, Indigenous students, 'at risk' students, OOHC students) ; Inform Learning Interventions – target students and learning gaps, Enrichment-extend students who demonstrate talent in KLAs Triangulation of student data	At Australian Curriculum Standard or above Sem 1 80% at rating C or above Sem 2 80% at rating C or above

Diagnostic tools – ASSESSMENT FOR LEARNING

Data	Collected	Procedure	Collection mode	Reviewed by	Data use	Target
Classroom Observations	T1 - 4 (identified through SST)	As per guidelines	Guidance Officer/HOSE	Guidance Officer Support Team Class Teachers	Informed and targeted intervention.	
Oral Language SLP Oral Language – Register of Concern	P – 1 Sem 1, Sem 2	As per guidelines	Class Teachers	Class Teachers Prep / Yr 1 teaching team	Informed targeted and explicit teaching for 'at risk' students.	Age appropriate oral language score
Hearing and Vision Screeners	Vision P – T2 Hearing P – T3		Health professionals			
Phonological Awareness Alphabet Test – Letters, Sounds, Gestures	P – T1, T2	As per guide	Completed by class teacher	Class Teachers Year level teaching teams	Identify gaps in student learning and Inform teaching Monitor and review progress	Developmentally appropriate application of spelling skills in writing tasks. By the end of Prep full knowledge of letter names, letter sounds and linking gestures
Reading Benchmarking PM Benchmarking Probe	New Students Prep : T2 (for identified students) T3, T4 Yr1-3 : T1, T3 Yr4 : T2, T4 (if required) Yr4-6: T2 & T4	Probe is only to be used in Sem 1 for students who are independent at PM Benchmark 26 or above. Students who are instructional at PM Benchmark levels 25 and below, still rely on picture cues to comprehend text. Determiner to be used in T1 for students who are ready to transition to Probe. Probe T2 – Non Fiction Probe T4 - Fiction	Class teacher	Leadership Team Year level teaching teams	Inform teaching practices Track student improvement over time Determine reading groups for explicit reading instruction	PM Benchmark 85% of students achieving: (96% accuracy; at least 70% comprehension) Sem 1 Sem 2 Prep: Lv 5-6 Lv 8 Yr 1: Lv 13-15 Lv 16+ Yr 2: Lv 16-18 Lv 20+ Yr 3: Lv 20-22 Lv 23+ Yr 4: Lv 23-25 Lv 25+ (as required for students less than 30) Probe (96% accuracy; at least 70% comprehension) Yr3: 85% at Age Level (if completed PM level 30) Yr 4: 85% at Age Level (if completed PM level 26) Yr 5: 85% at Age Level Sem 1: **The Greenland** (NF) Age: 10-11

						Sem 2: **Grand Idea** (F) 10.5-11.5 Yr 6: 85% at Age Level Sem 1: **Trenchers** (NF) Age: 11-12 Sem 2: **Where's Freddie** (F) Age: 11.5-12.5
Kurwongbah Sight Words	Prep – T2, T3, T4	As per guidelines	Administered and entered into OneSchool by Teacher	Leadership Team Year level teaching teams	Identify gaps in student learning and Inform teaching Monitor and review progress	100% at end of year
Mathematics Benchmarking NCR Test (1-6)	Pre and Post Each term	Each student completes an individual test Teachers use agreed 0-2 marking guide	Administered and entered into OneNote by Teacher	Collated by class teacher Reviewed by PLT Teams	To inform learning support interventions To inform class teaching To select a focus for inquiry To set learning goals for Mathematics	Continuous improvement of individual students
Number Fact Fluency Project	Yr2-5 – Pre Test T1 (wk3) Post Test T4 (wk7)	Each student completes an individual test	Administered and plotted by class teacher into OneNote	Class Teacher Year Level Teaching Teams Leadership Team	To identify gaps in student learning and inform teaching To inform targeted intervention	Continuous improvement of individual students
Early Start Numeracy & Literacy	Numeracy: Prep – on entry, T4 Years 1 – 2 T4 Literacy : Prep – on entry, T4 Years 1 – 2 T4	As per guidelines	Class teacher	Class Teacher Leadership Team	To inform learning interventions To inform class teaching	Continuous improvement of individual students

Formative assessment - ASSESSMENT AS LEARNING

Data	Collected	Procedure	Collection Mode	Reviewed by	Data use	Target
Formative assessment by class Intervention feedback	Daily/weekly		Teacher generated from weekly planning	Teachers	To inform teaching practice and personalise students' learning	Continuous improvement of individual students
Spelling Weekly pre and post spelling test Unit spelling tests Diagnostic spelling test	Teacher discretion End of each unit Beginning of each term	Combination of seen and unseen words	Class Teacher	Class Teacher	To inform teaching practice and personalise students' learning	Continuous improvement of individual students
Sight Words: M100 Sight Words	Teacher discretion	As per guidelines	Administered by Class Teacher or Teacher Aides Recorded in One School Markbook	Class Teacher	To inform teaching practice and personalise students' learning	100% by end of year
Number Facts Number facts outlined in Mathematics term plans	Fortnightly	Track student progress on each set of number facts according to: • Phase 1 – counting • Phase 2 – thinking strategy • Phase 3 – mastery 1.5-2 second recall	Administered by Class Teacher according to two week cycle in term plans Recorded in teacher markbooks	Class Teacher	To inform teaching practice and personalise students' learning	80% of students in Phase 2 by the end of the year

Connectedness and Cultural Change

Data	Collected	Procedure	Collection mode	Reviewed by	Data use
Attendance • Target 94% • Identified students • Class attendance	Weekly process for managing and following up on unexplained absences	AO responsibility to follow up on unexplained absences DP and Principal to follow up with parent/s for students with high incidence of non-attendance Class teacher Administration Officer Deputy Principal	EQ generated from OneSchool	Class Teachers Leadership Team Leadership Team	Class Teacher to contact parents Review to monitor for improvement Teacher call parent when absence greater than 3 days Teacher to share class attendance dashboard weekly.
Behaviour • Target 98% OneSchool Behaviour incident analysis OneSchool Behaviour incidents – students with multiple incidents	Weekly: students with multiple incidents	Reports shared back with staff in Staff, Leadership and PBL Team Meetings	EQ generated from OneSchool	Deputy Principals Class Teachers Leadership Team PBL Team	Target whole school actions Targeted Individual Behaviour Support
Individual Plans • Individual Support Plans and Individual Curriculum Plans • Educational Adjustment Plans • Indigenous Support Plans • Individual Behaviour Support Plans • Enrichment Plans	Ongoing and as required / needed	Developed with support team (Stakeholders for key students)	By Special Education Staff, Head of Curriculum, Specialist staff, Class Teachers and support staff.	Teaching teams and parents	To inform individual student teaching and learning and provide requirements for increase student engagement

Data	Collected	Procedure	Collection mode	Reviewed by	Data use
Literacy Continua • Aspects of writing • Reading for fluency and comprehension	Ongoing and as required / needed	Begin to utilise during writing inquiries Begin to explore for individual goals for reading	By Special Education Staff, Specialist staff, Class Teachers and support staff.	Teaching teams during inquiry cycles	To inform individual student teaching and learning and provide requirements for increase student engagement To track skill development in writing To set student goals for reading
Satisfaction measures • Parent • Students • Staff	Annually (T3)		EQ generated from School Opinion Surveys	Leadership Team and staff as per staff meeting schedule	Review to identify target areas for improvement and monitor effectiveness of implemented improvement measures
Pre Prep Transition Site visits and observations	T3	Visits to local preschools / day care	Class Teachers Principal Pedagogical Leader	Class Teachers Principal Pedagogical Leader	Preparation of Prep Classes for following year Future service provision
NCCD	T3	Updating of records	Class Teachers HOSE Guidance Officer Student Services Team	Departmental	Departmental for funding
AEDC	T2 Every three years	Prep teachers to complete	Data entry into OneSchool	Departmental School Leadership Team for Community response planning	Inform Early Years Network forums School-based response strategies for transition to Prep Prep planned strategies to address areas of vulnerability as identified in AEDC data.

Prep – Assessment & Reporting Data Collection Schedule

Purpose: To identify what, when, how and why data is collected to gain a clear vision of how data is used at Kurwongbah State School to inform teaching practices, school targets, benchmarks and cohort goals. (minimum age at Year End – 5.5)

Collection Tool	Timelines (due on OneSchool)				Who/how will it be collected/recorded?	Why/How will it be used?	Benchmarks		Targets
	T1	T2	T3	T4			Semester 1	Semester 2	
Literacy									
Early Start Literacy	Wk 6			Wk 5-10	Class teacher administers and enters onto OneSchool	• To inform learning interventions • To inform class teaching			80% of Prep students in clusters 2-4 of the literacy continuum
PM Benchmark		Wk 7 for identified students	Wk 10	Wk 9	Class teacher administers PM Benchmarks and enters *Instructional Reading Level* onto Oneschool. Teachers use codes to record retell, accuracy and comprehension ability of students.	• Establish class reading groups • Inform teaching practices • Identify and provide intervention for students below benchmarks • Identify and extend students in the upper two bands	PM 5-6	PM 8	PM Benchmark at end of year (96% accuracy; at least 70% comprehension) 85% students achieve PM 8
Sound Letter Gesture Checklist	Wk 10	Wk 10	as required	as required	Teacher or Teacher Aide tests children one-on-one with students. Enter Raw score for Sounds, Actions, Letters and Words into Oneschool.	• Inform planning • Identify students for intervention and support			100% by the end of year
Kurwongbah Sight Words		Wk 10	Wk 10	Wk 9	Teacher or Teacher Aide tests sight words one-on-one with students. Enter completed set level and number of sight words achieved into OneSchool.	• Develop speed and fluency of the 100 most frequently used words in English in order to improve decoding and comprehension of texts • Identify students for intervention • Inform planning			100% by the end of year
Numeracy									
Early Start Numeracy	Wk 6			Wk 5-10	Class teacher administers and enters onto OneSchool	• To inform learning interventions • To inform class teaching			80% with all Prep indicators
NCR Assessment			T4 Pre Test Wk 8	T4 Post Test Wk 8	Teachers administer a pre and post-test for numeracy. Teachers complete data sheet on PLT - Data One Note.	• Establish a focus for our writing inquiry • Share best practice in our PLT meetings • Set learning goals for our students • Identify and provide intervention or extension for students			Continuous improvement of individual students
Unit Assessment									
Unit Assessment for all key learning areas in the Australian Curriculum	Wk 10	Wk 9	Wk 10	Wk 8	Using evidence demonstrated in student work, teachers select the best match for each stem of the achievement standard and award an overall A-E grade based on standards and criteria provided in the Guide to Making Judgment (GTMJ) for each unit. Teachers plot each stem of the achievement standard onto the Standards Elaborations in student portfolios. (use colour coded key) Teachers attach GTMJ to work samples and put into student portfolios. Student portfolios are to be used for English and Mathematics. Portfolios will be passed onto the next teacher and retained as defensible documents until the end of Semester One.	• To track progress of students across the achievement standard in order to award an overall grade for each key learning area • To moderate student work samples • To report to parents • To identify students requiring support or extension			80% of students to achieve C or above
Parent Reporting	Wk 9 (oral)	Wk 9	Wk 9 (oral) (to be advised)	Wk 8	Parent interviews will be offered in Term One and Three. Teachers use the Oneschool comment bank as the basis for reporting to parents at the end of each semester. Comments for English, Maths, Science, History and Geography are based on the Australian Curriculum Achievement Standards.	• Provide information to parents on student performance (both academic and social) • To identify needs			

Purpose: To identify what, when, how and why data is collected to gain a clear vision of how data is used at Kurwongbah State School to inform teaching practices, school targets, benchmarks and cohort goals. (minimum age at Year End – 6.5)

Collection Tool	Timelines (due on OneSchool)				Who/how will it be collected/recorded?	Why/How will it be used?	Benchmarks		Targets
	T1	T2	T3	T4			Semester 1	Semester 2	
Literacy									
Early Start Literacy				Wk 5-10	Class teacher administers and enters onto OneSchool	• To inform learning interventions • To inform class teaching			80% of Year 1 students in clusters 5-6 of the literacy continuum
PM Benchmark	Wk 10		Wk 10		Class teacher administers PM Benchmarks and enters *Instructional Reading Level* onto Oneschool. Teachers use codes to record retell, accuracy and comprehension ability of students.	• Establish class reading groups • Inform teaching practices • Identify and provide intervention for students below benchmarks • Identify and extend students in the upper two bands	PM 13-15	PM 16+	PM Benchmark at end of year (96% accuracy; at least 70% comprehension) 85% students achieve PM 16+
M100 Sight Words				Wk 9	Teacher or Teacher Aide tests sight words one-on-one with students. Enter completed set level and number of sight words achieved into OneSchool.	• Develop speed and fluency of the 100 most frequently used words in English in order to improve decoding and comprehension of texts • Identify students for intervention • Inform planning			100% by the end of year
Numeracy									
Early Start Numeracy				Wk 5-10	Class teacher administers and enters onto OneSchool	• To inform learning interventions • To inform class teaching			80% with all Yr1 indicators
NCR Assessment	T2 Pre Test Wk 8	T3 Pre Test Wk 7 T2 Post Test Wk 9	T4 Pre Test Wk 8 T3 Post Test Wk 9	T4 Post Test Wk 8	Teachers administer a pre and post-test for numeracy. Teachers complete data sheet on PLT - Data One Note.	• Establish a focus for our writing inquiry • Share best practice in our PLT meetings • Set learning goals for our students • Identify and provide intervention or extension for students			Continuous improvement of individual students
Unit Assessment									
Unit Assessment for all key learning areas in the Australian Curriculum	Wk 10	Wk 9	Wk 10	Wk 8	Using evidence demonstrated in student work, teachers select the best match for each stem of the achievement standard and award an overall A-E grade based on standards and criteria provided in the Guide to Making Judgment (GTMJ) for each unit. Teachers plot each stem of the achievement standard onto the Standards Elaborations in student portfolios. (use colour coded key) Teachers attach GTMJ to work samples and put into student portfolios. Student portfolios are to be used for English and Mathematics. Portfolios will be passed onto the next teacher and retained as defensible documents until the end of Semester One.	• To track progress of students across the achievement standard in order to award an overall grade for each key learning area • To moderate student work samples • To report to parents • To identify students requiring support or extension			80% of students to achieve C or above
Parent Reporting	Wk 9 interview	Wk 9 report cards	Wk 9 interview to be advised	Wk 8 report cards	Parent interviews will be offered in Term One and Three. Teachers use the Oneschool comment bank as the basis for reporting to parents at the end of each semester. Comments for English, Maths, Science, History and Geography are based on the Australian Curriculum Achievement Standards.	• Provide information to parents on student performance (both academic and social) • To identify needs			

Year 2 – Assessment & Reporting Data Collection Schedule

Purpose: To identify what, when, how and why data is collected to gain a clear vision of how data is used at Kurwongbah State School to inform teaching practices, school targets, benchmarks and cohort goals. (minimum age at Year End – 7.5)

Collection Tool	Timelines (due on OneSchool)				Who/how will it be collected/recorded?	Why/How will it be used?	Benchmarks		Targets
	T1	**T2**	**T3**	**T4**			**Semester 1**	**Semester 2**	
Literacy									
Early Start Literacy				Wk 5-10	Class teacher administers and enters onto OneSchool	• To inform learning interventions • To inform class teaching			80% of Year 2 students in clusters 7-8 of the literacy continuum
PM Benchmark	Wk 10		Wk 10		Class teacher administers PM Benchmarks and enters *Instructional Reading Level* onto Oneschool. Teachers use codes to record retell, accuracy and comprehension ability of students.	• Establish class reading groups • Inform teaching practices • Identify and provide intervention for students below benchmarks • Identify and extend students in the upper two bands	PM 16-18	PM 20+	PM Benchmark at end of year (96% accuracy; at least 70% comprehension) 85% students achieve PM 20+
M100 Sight Words				Wk 9	Teacher or Teacher Aide tests sight words one-on-one with students. Enter completed set level and number of sight words achieved into OneSchool.	• Develop speed and fluency of the 100 most frequently used words in English in order to improve decoding and comprehension of texts • Identify students for intervention • Inform planning			100% by the end of year
Numeracy									
Early Start Numeracy				Wk 5-10	Class teacher administers and enters onto OneSchool	• To inform learning interventions • To inform class teaching			80% with all Yr2 indicators
NCR Assessment	T2 Pre Test Wk 8	T3 Pre Test Wk 7 T2 Post Test Wk 9	T4 Pre Test Wk 8 T3 Post Test Wk 9	T4 Post Test Wk 8	Teachers administer a pre and post-test for numeracy. Teachers complete data sheet on PLT - Data One Note.	• Establish a focus for our writing inquiry • Share best practice in our PLT meetings • Set learning goals for our students • Identify and provide intervention or extension for students			Continuous improvement of individual students
Number Fact Fluency Project	T1 Pre Test Wk 3			T4 Post Test Wk 7	Administered and plotted by class teacher into OneNote. Each student completes an individual test	• To identify gaps in student learning and inform teaching • To inform targeted intervention			Continuous improvement of individual students
Unit Assessment									
Unit Assessment for all key learning areas in the Australian Curriculum	Wk 10	Wk 9	Wk 10	Wk 8	Using evidence demonstrated in student work, teachers select the best match for each stem of the achievement standard and award an overall A-E grade based on standards and criteria provided in the Guide to Making Judgment (GTMJ) for each unit. Teachers plot each stem of the achievement standard onto the Standards Elaborations in student portfolios. (use colour coded key) Teachers attach GTMJ to work samples and put into student portfolios. Student portfolios are to be used for English and Mathematics. Portfolios will be passed onto the next teacher and retained as defensible documents until the end of Semester One.	• To track progress of students across the achievement standard in order to award an overall grade for each key learning area • To moderate student work samples • To report to parents • To identify students requiring support or extension			80% of students to achieve C or above
Parent Reporting	Wk 9 interview	Wk 9 report cards	Wk 9 interview to be advised	Wk 8 report cards	Parent interviews will be offered in Term One and Three. Teachers use the Oneschool comment bank as the basis for reporting to parents at the end of each semester. Comments for English, Maths, Science, History and Geography are based on the Australian Curriculum Achievement Standards.	• Provide information to parents on student performance (both academic and social) • To identify needs			

Year 3 – Assessment & Reporting Data Collection Schedule

Purpose: To identify what, when, how and why data is collected to gain a clear vision of how data is used at Kurwongbah State School to inform teaching practices, school targets, benchmarks and cohort goals. (mimimum age Year End – 8.5)

Collection Tool	Timelines (due on OneSchool)				Who/how will it be collected/recorded?	Why/How will it be used?	Benchmarks		Targets
	T1	T2	T3	T4			Semester 1	Semester 2	
Literacy									
PM Benchmark	Wk 10		Wk 10		Class teacher administers PM Benchmarks and enters *Instructional Reading Level* onto OneSchool. Teachers use codes to record retell, accuracy and comprehension ability of students. When students have reached Level 15, teachers are to ensure that students alternate between reading fiction and non-fiction texts. Probe is required for Yr3 students who have reached an independent level on PM Benchmark 30. You need to request Probe to be scheduled in OneSchool. Follow instructions on Assessment Tool Information Tab to enter data in OneSchool.	• Establish class reading groups • Inform teaching practices • Identify and provide intervention for students below benchmarks • Identify and extend students in the upper two bands	PM 20-22	PM 23+	PM Benchmark at end of year (96% accuracy; at least 70% comprehension) 85% students achieve PM 23+
Probe	Wk 10 Determiner if required	Wk 10		Wk 9	Class teacher administers Probe determiner in Term 1. Teacher enters *Independent Reading Level* onto OneSchool. Follow instructions on Assessment Tool Information Tab to enter data in OneSchool.	• Inform teaching practices • Track student improvement over time • Determine reading groups for explicit reading instruction			Probe at end of year (96% accuracy; at least 70% comprehension) 85% at Age Level (only if student has completed PM Benchmark 30)
NAPLAN - Reading, Writing, Spelling, Grammar and Punctuation		Wk 4&5			Class teacher administers online.	• Monitor progress and identify areas of weakness for focused teaching and support			100% students above NMS Increased % of students in U2B as per annual AIP targets. • Year 3 Reading 65% • Year 5 Reading 50% • Year 3 Numeracy 50% • Year 5 Numeracy 35% • Year 3 Writing 45% • Year 5 Writing 20% Student performance at or above statistically comparable Qld schools
Numeracy									
NCR Assessment	T2 Pre Test Wk 8	T3 Pre Test Wk 7 T2 Post Test Wk 9	T4 Pre Test Wk 8 T3 Post Test Wk 9	T4 Post Test Wk 8	Teachers administer a pre and post-test for numeracy. Teachers complete data sheet on PLT - Data One Note.	• Establish a focus for our writing inquiry • Share best practice in our PLT meetings • Set learning goals for our students • Identify and provide intervention or extension for students			Continuous improvement of individual students
Number Fact Fluency Project	T1 Pre Test Wk 3			T4 Post Test Wk 7	Administered and plotted by class teacher into OneNote Each student completes an individual test	• To identify gaps in student learning and inform teaching • To inform targeted intervention			Continuous improvement of individual students
NAPLAN - Numeracy		Wk 4&5			Class teacher administers online.	• Monitor progress and identify areas of weakness for focused teaching and support			Target: > Band 3
Unit Assessment									
Unit Assessment for all key learning areas in the Australian Curriculum	Wk 10	Wk 9	Wk 10	Wk 8	Using evidence demonstrated in student work, teachers select the best match for each stem of the achievement standard and award an overall A-E grade based on standards and criteria provided in the Guide to Making Judgment (GTMJ) for each unit. Teachers plot each stem of the achievement standard onto the Standards Elaborations in student portfolios. (use colour coded key) Teachers attach GTMJ to work samples and put into student portfolios. Student portfolios are to be used for English and Mathematics. Portfolios will be passed onto the next teacher and retained as defensible documents until the end of Semester One.	• To track progress of students across the achievement standard in order to award an overall grade for each key learning area • To moderate student work samples • To report to parents • To identify students requiring support or extension			80% of students to achieve C or above
Parent Reporting	Wk 9 interview	Wk 9 report cards	Wk 9 interview to be advised	Wk 8 report cards	Parent interviews will be offered in Term One and Three. Teachers use the Oneschool comment bank as the basis for reporting to parents at the end of each semester. Comments for English, Maths, Science, History and Geography are based on the Australian Curriculum Achievement Standards.	• Provide information to parents on student performance (both academic and social) • To identify needs			

Year 4 – Assessment & Reporting Data Collection Schedule

Purpose: To identify what, when, how and why data is collected to gain a clear vision of how data is used at Kurwongbah State School to inform teaching practices, school targets, benchmarks and cohort goals. (mimimum age Year End – 9.5)

Collection Tool	Timelines (due on OneSchool)				Who/how will it be collected/recorded?	Why/How will it be used?	Benchmarks		Targets
	T1	*T2*	*T3*	*T4*			*Semester 1*	*Semester 2*	
Literacy									
PM Benchmark		Wk 10		Wk 9 if required	PM Benchmark is required in at least Semester One for students who have achieved less than a PM Benchmark 26. These students still rely on pictorial clues to comprehend text. Class teacher administers PM Benchmarks and enters *Instructional Reading Level* onto Oneschool. Teachers use codes to record retell, accuracy and comprehension ability of students. When students have reached Level 15, teachers are to ensure that students alternate between reading fiction and non-fiction texts. You need to request this to be scheduled in OneSchool. Follow instructions on Assessment Tool Information Tab to enter data in OneSchool. PM Benchmark will be administered at teacher discretion in Semester Two, if students are still operating at low PM levels and required pictorial clues to comprehend text. Please see PM Roster on One Note – assessment summary tab for access to a PM Benchmark kit.	• Establish class reading groups • Inform teaching practices • Identify and provide intervention for students below benchmarks • Identify and extend students in the upper two bands	PM 23-25	PM 26+	PM Benchmark at end of year (96% accuracy; at least 70% comprehension) 85% students achieve PM 26+
Probe	Wk 10 Determiner if required	Wk 10		Wk 9	Class teacher administers Probe Determiner in Term 1 for students who are ready. Teacher enters *Independent Reading Level* onto OneSchool. Follow instructions on Assessment Tool Information Tab to enter data in OneSchool. Term 2 – Non Fiction Term 4 - Fiction	• Inform teaching practices • Track student improvement over time • Determine reading groups for explicit reading instruction	Non Fiction	Fiction	Probe at end of year (96% accuracy; at least 70% comprehension) 85% at Age Level
Numeracy									
NCR Assessment	T2 Pre Test Wk 8	T3 Pre Test Wk 7 T2 Post Test Wk 9	T4 Pre Test Wk 8 T3 Post Test Wk 9	T4 Post Test Wk 8	Teachers administer a pre and post-test for numeracy. Teachers complete data sheet on PLT - Data One Note.	• Establish a focus for our writing inquiry • Share best practice in our PLT meetings • Set learning goals for our students • Identify and provide intervention or extension for students			Continuous improvement of individual students
Number Fact Fluency Project	T1 Pre Test Wk 3			T4 Post Test Wk 7	Administered and plotted by class teacher into OneNote Each student completes an individual test	• To identify gaps in student learning and inform teaching • To inform targeted intervention			Continuous improvement of individual students
Unit Assessment									
Unit Assessment for all key learning areas in the Australian Curriculum	Wk 10	Wk 9	Wk 10	Wk 8	Using evidence demonstrated in student work, teachers select the best match for each stem of the achievement standard and award an overall A-E grade based on standards and criteria provided in the Guide to Making Judgment (GTMJ) for each unit. Teachers plot each stem of the achievement standard onto the Standards Elaborations in student portfolios. (use colour coded key) Teachers attach GTMJ to work samples and put into student portfolios. Student portfolios are to be used for English and Mathematics. Portfolios will be passed onto the next teacher and retained as defensible documents until the end of Semester One.	• To track progress of students across the achievement standard in order to award an overall grade for each key learning area • To moderate student work samples • To report to parents • To identify students requiring support or extension			80% of students to achieve C or above
Parent Reporting	Wk 9 interview	Wk 9 report cards	Wk 9 interview to be advised	Wk 8 report cards	Parent interviews will be offered in Term One and Three. Teachers use the Oneschool comment bank as the basis for reporting to parents at the end of each semester. Comments for English, Maths, Science, History and Geography are based on the Australian Curriculum Achievement Standards.	• Provide information to parents on student performance (both academic and social) • To identify needs			

Year 5 – Assessment & Reporting Data Collection Schedule

Purpose: To identify what, when, how and why data is collected to gain a clear vision of how data is used at Kurwongbah State School to inform teaching practices, school targets, benchmarks and cohort goals. (mimimum age Year End – 10.5)

Collection Tool	Timelines (due on OneSchool)				Who/how will it be collected/recorded?	Why/How will it be used?	Benchmarks		Targets
	T1	T2	T3	T4			Semester 1	Semester 2	
Literacy									
Probe		Wk 10		Wk 9	Class teacher administers and enters *Independent Reading Level* onto OneSchool. Follow instructions on Assessment Tool Information Tab to enter data in OneSchool.	• Inform teaching practices • Track student improvement over time • Determine reading groups for explicit reading instruction	The Greenland (NF) Age: 10-11	Grand Idea (F) Age: 10.5-11.5	Probe at end of year (96% accuracy; at least 70% comprehension) 85% at Age Level
NAPLAN - Reading, Writing, Spelling, Grammar and Punctuation		Wk 4&5			Class teacher administers online.	• Monitor progress and identify areas of weakness for focused teaching and support			100% students above NMS Increased % of students in U2B as per annual AIP targets. • Year 5 Reading 50% • Year 5 Writing 20% Student performance at or above statistically comparable Qld schools
Numeracy									
NCR Assessment	T2 Pre Test Wk 8	T3 Pre Test Wk 7 T2 Post Test Wk 9	T4 Pre Test Wk 8 T3 Post Test Wk 9	T4 Post Test Wk 8	Teachers administer a pre and post-test for numeracy. Teachers complete data sheet on PLT - Data One Note.	• Establish a focus for our writing inquiry • Share best practice in our PLT meetings • Set learning goals for our students • Identify and provide intervention or extension for students			Continuous improvement of individual students
Number Fact Fluency Project	T1 Pre Test Wk 3			T4 Post Test Wk 7	Administered and plotted by class teacher into OneNote Each student completes an individual test	• To identify gaps in student learning and inform teaching • To inform targeted intervention			Continuous improvement of individual students
NAPLAN - Numeracy		Wk 4&5			Class teacher administers online.	• Monitor progress and identify areas of weakness for focused teaching and support			100% students above NMS Increased % of students in U2B as per annual AIP targets. • Year 5 Numeracy 35% Student performance at or above statistically comparable Qld schools
Unit Assessment									
Unit Assessment for all key learning areas in the Australian Curriculum	Wk 10	Wk 9	Wk 10	Wk 8	Using evidence demonstrated in student work, teachers select the best match for each stem of the achievement standard and award an overall A-E grade based on standards and criteria provided in the Guide to Making Judgment (GTMJ) for each unit. Teachers plot each stem of the achievement standard onto the Standards Elaborations in student portfolios. (use colour coded key) Teachers attach GTMJ to work samples and put into student portfolios. Student portfolios are to be used for English and Mathematics. Portfolios will be passed onto the next teacher and retained as defensible documents until the end of Semester One.	• To track progress of students across the achievement standard in order to award an overall grade for each key learning area • To moderate student work samples • To report to parents • To identify students requiring support or extension			80% of students to achieve C or above
Parent Reporting	Wk 9 interview	Wk 9 report cards	Wk 9 interview to be advised	Wk 8 report cards	Parent interviews will be offered in Term One and Three. Teachers use the Oneschool comment bank as the basis for reporting to parents at the end of each semester. Comments for English, Maths, Science, History and Geography are based on the Australian Curriculum Achievement Standards.	• Provide information to parents on student performance (both academic and social) • To identify needs			

Year 6 – Assessment & Reporting Data Collection Schedule

Purpose: To identify what, when, how and why data is collected to gain a clear vision of how data is used at Kurwongbah State School to inform teaching practices, school targets, benchmarks and cohort goals. (mimimum age Year End – 11.5)

Collection Tool	Timelines (due on OneSchool)				Who/how will it be collected/recorded?	Why/How will it be used?	Benchmarks		Targets
	T1	T2	T3	T4			Semester 1	Semester 2	
Literacy									
Probe		Wk 10		Wk 9	Class teacher administers and enters Independent Reading Level onto OneSchool. Follow instructions on Assessment Tool Information Tab to enter data in OneSchool.	• Inform teaching practices • Track student improvement over time • Determine reading groups for explicit reading instruction	Trenchers (NF) Age: 11-12	Where's Freddie (F) Age: 11.5-12.5	Probe at end of year (96% accuracy; at least 70% comprehension) 85% at Age Level
Numeracy									
NCR Assessment	T2 Pre Test Wk 8	T3 Pre Test Wk 7 T2 Post Test Wk 9	T4 Pre Test Wk 8 T3 Post Test Wk 9	T4 Post Test Wk 8	Teachers administer a pre and post-test for numeracy. Teachers complete data sheet on PLT - Data One Note.	• Establish a focus for our writing inquiry • Share best practice in our PLT meetings • Set learning goals for our students • Identify and provide intervention or extension for students			Continuous improvement of individual students
Unit Assessment									
Unit Assessment for all key learning areas in the Australian Curriculum	Wk 10	Wk 9	Wk 10	Wk 8	Using evidence demonstrated in student work, teachers select the best match for each stem of the achievement standard and award an overall A-E grade based on standards and criteria provided in the Guide to Making Judgment (GTMJ) for each unit. Teachers plot each stem of the achievement standard onto the Standards Elaborations in student portfolios. (use colour coded key) Teachers attach GTMJ to work samples and put into student portfolios. Student portfolios are to be used for English and Mathematics. Portfolios will be passed onto the next teacher and retained as defensible documents until the end of Semester One.	• To track progress of students across the achievement standard in order to award an overall grade for each key learning area • To moderate student work samples • To report to parents • To identify students requiring support or extension			80% of students to achieve C or above
Parent Reporting	Wk 9 interview	Wk 9 report cards	Wk 9 interview to be advised	Wk 8 report cards	Parent interviews will be offered in Term One and Three. Teachers use the Oneschool comment bank as the basis for reporting to parents at the end of each semester. Comments for English, Maths, Science, History and Geography are based on the Australian Curriculum Achievement Standards.	• Provide information to parents on student performance (both academic and social) • To identify needs			