



St Francis Primary School Nathalia

Chapel Street (PO Box 66) Nathalia VIC 3638

Tel: 5866 2271 Fax: 5866 2136

ABN: 54 412 713 465

St Francis will provide a child safe environment where all children have the right to be treated with respect and will be protected from harm.



ASSESSMENT & REPORTING POLICY

Commitment to Child Safety

All students enrolled, and any child visiting, have a right to feel safe and be safe all of the time. The wellbeing of children in our care will always be our first priority and we have zero tolerance for child abuse. At St Francis we strive to maintain a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety. We are committed to continually reviewing our Child Safe policies and practices to ensure that every effort is made for ongoing improvement of our Child Safe environment.

We at St Francis recognise that some groups of children are particularly vulnerable and we are committed to promoting the cultural safety of Aboriginal/linguistically diverse children and also promoting the safety of children with a disability.

Rationale:

We believe that learning is natural, creative and ongoing, and that every student can learn. We show this by:

- ensuring the prime purpose of student assessment at our school will always be to improve student learning.
- recognising and celebrating individual learning achievements at all levels.
- understanding assessment is regarded as a continuous process not just a summative indicator at the end of a certain time.
- acknowledging assessments will describe the development and progress of student skills, attitudes and concepts in a fair, reliable and accurate manner. It should also provide the same meaning for teachers, parents and students.
- recognising assessment and reporting is a key component of the teaching and learning process and our school acknowledges the importance of feedback from parents and other relevant personnel in their child's assessment.

We follow the Australian Government Student Reporting Requirements as mandated by the Australian Education Act 2013.

Legislative and Regulatory Requirements

The current Victorian reporting requirements for Catholic secondary and primary schools are based on the Australian Education Act 2013 (2014) and its associated Regulation 59, with the Commonwealth Government – as a condition of funding – requiring schools to report student achievement to parents twice a year, using a five-point scale or equivalent:

- Schools must provide a student report at least twice a year to the person responsible for each child at the school, such as a parent or carer. (Regulation 59(3))
- The report must be easy to understand. (Regulation 59(2))
- For each student in Years 1 to 10, the report must assess the student's progress and achievement.

It must include an accurate and objective assessment of the student's progress and achievement:

- against any available national standards
 - relative to the performance of the student's peer group
 - reported as A, B, C, D or E (or an equivalent five-point scale) for each subject studied, clearly defined against specific learning standards as determined by the relevant education authority. (Regulation 59(4)).
-
- There is no requirement to assign A to E grades in a particular way, such as on a 'bell curve' distribution. For example, all students in a cohort could be given the same grade if they all meet the same requirements for the appropriate learning standard.
-
- Individual parents may elect not to receive this type of reporting for their child via a written request to the school. Authorities must retain a copy of all such written requests on file. The intention of comparative performance reporting is to provide parents with an indication of the achievement of their child relative to other students in the cohort. There is no requirement to provide the comparison in a particular way.

We aim to use Assessment to:

- Inform the future planning of learning and teaching.
- Provide varied sources of information about student achievement, catering for a range of learning styles.
- Provide ongoing feedback to students on performance in a way that builds confidence and encourages continuous effort.
- Develop purposeful and relevant learning and teaching programs to cater for the learning needs of students.
- Ensure common interpretations of student learning outcomes are shared with colleagues.
- Develop a whole school approach to learning and teaching.

Organisation:

- Parent Student Teacher Interviews
- Student Work samples
- Reporting Documentation

Planning: (refer: attached Assessment, Recording & Reporting Schedule)

Ongoing Parent/ Teacher contact when required.

Formal interviews	Mid of Term 1
	Beginning of Term 3
Written Report to parents	End of Term 2
	End of Term 4

St Francis' Assessment Schedule 2020

Year Level	Term 1	Term 2	Term 3	Term 4
F	<p>Sandhurst Literacy Assessment Suite</p> <p>Math Assessment Interview</p> <p>Weekly SMART spelling Assessment</p> <p>PM Benchmark Text Level</p>	<p>Weekly SMART spelling Assessment</p> <p>PM Benchmark Text Level</p>	<p>Math Assessment Interview</p> <p>Weekly SMART spelling Assessment</p> <p>PM Benchmark Text Level</p>	<p>Sandhurst Literacy Assessment Suite</p> <p>PAT – Reading Alpha Assess Text Level</p> <p>Weekly SMART spelling Assessment</p> <p>PM Benchmark Text Level</p>
Yr 1	<p>Sandhurst Literacy Assessment Suite</p> <p>Math Assessment Interview</p> <p>PM Benchmark Text Level</p> <p>Weekly SMART spelling Assessment</p>	<p>Fountas & Pinnell Benchmark kit (Students above Level 28)</p> <p>PM Benchmark Text Level</p> <p>Weekly SMART spelling Assessment</p>	<p>Math Assessment Interview</p> <p>PM Benchmark Text Level</p> <p>Weekly SMART spelling Assessment</p>	<p>Sandhurst Literacy Assessment Suite</p> <p>PAT – Reading</p> <p>PM Benchmark Text Level</p> <p>Weekly SMART spelling Assessment</p>
Yr 2	<p>Sandhurst Literacy Assessment Suite</p> <p>Math Assessment Interview</p> <p>PM Benchmark Text Level</p> <p>Weekly SMART spelling Assessment</p>	<p>Fountas & Pinnell Benchmark kit (Students above Level 28)</p> <p>PM Benchmark Text Level</p> <p>Weekly SMART spelling Assessment</p>	<p>Math Assessment Interview</p> <p>PM Benchmark Text Level</p> <p>Weekly SMART spelling Assessment</p>	<p>Sandhurst Literacy Assessment Suite</p> <p>PAT – Reading</p> <p>PM Benchmark Text Level</p> <p>Weekly SMART spelling Assessment</p>
Yr 3	<p>Burt Reading</p> <p>SA Spelling Test</p> <p>PM Benchmark Text Level</p> <p>Math Assessment Interview</p> <p>Weekly SMART spelling Assessment</p>	<p>PM Benchmark Text Level (or Fountas and Pinnell)</p> <p>Benchmark kit</p> <p>NAPLAN</p> <p>Weekly SMART spelling Assessment</p>	<p>Weekly spelling Tests</p> <p>Math Assessment Interview</p> <p>Weekly SMART spelling Assessment</p> <p>PM Benchmark Text Level</p>	<p>PAT – Reading</p> <p>PAT Maths</p> <p>PM Benchmark Text Level (or Fountas and Pinnell)</p> <p>Weekly SMART spelling Assessment</p>

Yr 4	S.A Spelling Test A Math Assessment Interview TORCH Test Weekly SMART spelling Assessment	Fountas & Pinnell Benchmark kit Weekly SMART spelling Assessment	Weekly spelling Tests Math Assessment Interview Weekly SMART spelling Assessment	PAT Reading PAT Maths SA Spelling Form B Weekly SMART spelling Assessment
Yr 5	S.A Spelling Test A Math Assessment Interview Weekly SMART spelling Assessment Mathletics Assessment	Fountas & Pinnell Benchmark kit NAPLAN Weekly SMART spelling Assessment	Math Assessment Interview Essential Assessment (numeracy) Weekly SMART spelling Assessment	PAT Reading PAT Maths SA Spelling Test B Weekly SMART spelling Assessment
Yr 6	S.A Spelling Test A Math Assessment Interview Weekly SMART spelling Assessment Mathletics Assessment	Fountas & Pinnell Benchmark kit Weekly SMART spelling Assessment	Weekly spelling Tests Essential Assessment (numeracy) Math Assessment Interview Weekly SMART spelling Assessment	PAT Reading PAT Maths SA Spelling Test B Weekly SMART spelling Assessment
Reporting Schedule				
F - Gr 6	Parent / Teacher Interviews	Victorian Curriculum Report	Parent / Teacher / Student Learning Conversations	Victorian Curriculum Report
F - Gr 6	Ongoing Goal Setting Feedback/Feed forward conversations, in the moment intervention & Transition preparations			

Implementation of Assessment and Reporting

- Every child is assessed on entry to the school, with results determining the need for further testing and/or intervention.
- Assessment can and will include:
 - pre and post diagnostic tasks
 - formative and summative assessment
 - standardised testing (e.g. NAPLAN)
 - observations
- A formal face to face learning conversation occurs in Term 1 and Term 3
- Two formal student reports are sent home once a semester as per Australia Government guidelines.
- Informal and frequent communication with both students and parents

- Program Support Group (PSG) meetings with key stakeholders for all children on Personalised Learning Plans (PLPs) termly.

Data and assessment collection and storage

All student assessment results are collated and stored digitally using a range of technologies including;

- Google Apps for Education
- Google Drive
- Simon Package

* Google G-Suite applications may store data used by the school overseas - see our privacy policy for further details.

REVIEW

This policy is to be reviewed at least every three years.

Created: May 2016

Reviewed: Sep 2019

Next Review: Sep 2020