



# St Francis Primary School Nathalia

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*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)).
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- 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.
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- 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 2024

Year Level	Term 1	Term 2	Term 3	Term 4
F	ROL Letter/Sound ID TOPALL - LLLL  (MAI)  Whole School Write	Decodables (or Fountas and Pinnell)  Pat M- Adaptive Pat R - Adaptive Pat-Spelling  LLLL- Reading LLLL - Phonological Awareness	Essential Assessment Numeracy & Reading  Whole School Write	Pat R Fountas & Pinnell  (MAI) Pat M- Adaptive Pat R - Adaptive  Little Learners Love Literacy
Yr 1	Sandhurst Literacy Assessment Suite  Math Assessment Interview  PM Benchmark Text Level  Weekly SMART spelling Assessment	Decodables (or Fountas and Pinnell)  Fountas & Pinnell Benchmark kit (Students above Level 28)  PM Benchmark Text Level  Pat M- Adaptive Pat R - Adaptive Pat-Spelling	Essential Assessment Numeracy & Reading  Fountas & Pinnell  Whole School Write	Pat R Fountas & Pinnell  (MAI) Pat M- Adaptive Pat R - Adaptive  Little Learners Love Literacy
Yr 2	Sandhurst Literacy Assessment Suite  Math Assessment Interview  PM Benchmark Text Level  Weekly SMART spelling Assessment	Decodables (or Fountas and Pinnell)  Fountas & Pinnell Benchmark kit (Students above Level 28 )  PM Benchmark Text Level  Pat M- Adaptive Pat R - Adaptive Pat-Spelling	Essential Assessment Numeracy & Reading  Fountas & Pinnell  Whole School Write	Pat R Fountas & Pinnell  (MAI) Pat M- Adaptive Pat R - Adaptive  Little Learners Love Literacy
Yr 3	Fountas & Pinnell  Essential Assessment Numeracy & Reading	Decodables (or Fountas and Pinnell)  Benchmark kit  NAPLAN	Essential Assessment Numeracy & Reading  Fountas & Pinnell  Whole School Write	Pat R Fountas & Pinnell  (MAI) Pat M- Adaptive Pat R - Adaptive

		Pat M- Adaptive Pat R - Adaptive Pat-Spelling		Little Learners Love Literacy
Yr 4	Fountas & Pinnell  Essential Assessment Numeracy & Reading	Fountas & Pinnell Benchmark kit  Pat M- Adaptive Pat R - Adaptive Pat-Spelling	Essential Assessment Numeracy & Reading  Fountas & Pinnell  Whole School Write	Pat R Fountas & Pinnell  (MAI) Pat M- Adaptive Pat R - Adaptive  Little Learners Love Literacy
Yr 5	Fountas & Pinnell  Essential Assessment Numeracy & Reading	Fountas & Pinnell Benchmark kit  NAPLAN  Pat M- Adaptive Pat R - Adaptive Pat-Spelling	Essential Assessment Numeracy & Reading  Fountas & Pinnell  Whole School Write	Pat R Fountas & Pinnell  (MAI) Pat M- Adaptive Pat R - Adaptive  Little Learners Love Literacy
Yr 6	Fountas & Pinnell  Essential Assessment Numeracy & Reading	Fountas & Pinnell Benchmark kit  Pat M- Adaptive Pat R - Adaptive Pat-Spelling	Essential Assessment Numeracy & Reading  Fountas & Pinnell  Whole School Write	Pat R Fountas & Pinnell  (MAI) Pat M- Adaptive Pat R - Adaptive  Little Learners Love Literacy
Reporting Schedule				
F - Gr 6	Parent / Teacher / Student Learning Conversations	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 2023

Next Review: Sep 2025