



St Francis Xavier Primary School

Assessment and Reporting

Rationale

Assessment and Reporting are essential elements of interaction between parents, students and teachers. These processes must be relevant and responsive to the learning needs of all students. Assessment and Reporting are an integral part of future planning and goal setting. Consistent and uniform methods are vital throughout the school and reflect the needs of the school and the wider community.

Purpose:

At St Francis Xavier School Primary School, we:

- Provide feedback for children and parents and facilitate communication about progress and development of each child.
- Regularly revise, review and evaluate our teaching practice and curriculum through planning and PLTs.
- Ensure ongoing collection of information, leading to regular planning, assessment and reporting.
- Translate assessment / reporting data into action (i.e. Individual Adjustment Plans/ Personalised Learning Plans).
- Provide the opportunity to make positive statements, and to suggest areas for greater growth.
- Provide 3 forms of assessment:
 - *Formative* so data can be used for planning future teaching and learning.
 - *Diagnostic* so data is used for identifying specific learning needs and difficulties.
 - *Summative* so the overall achievements of each student can be recorded and used for reporting purposes.
- Are accountable for the learning experiences and progress of our students.
- Believe all assessment and reporting procedures should be positive, honest and constructive.
- Each child is an individual and should be assessed accordingly.

Implementation:

At St Francis Xavier School Primary School, we believe **Effective Assessment** takes place when:

- it is ongoing, consistent and relevant;
- important developments of our students are measured and recorded;
- it is integrated into the whole curriculum;
- a variety of assessment techniques are employed i.e. written, oral, constructional, visual;
- the outcomes for assessment are clearly defined, specific and achievable;
- students understand that teachers are conducting ongoing monitoring and assessment;
- students are given the opportunity to self-assess;
- confidentiality is adhered to i.e. storage and access;
- we use computer software (NForma) to support our reporting and assessment system by:
 - providing storage of and access to student work
 - reports
 - publication of student reports in Semester One and Two
 - maintaining and storing of important testing e.g. Literacy and Numeracy Testing
- Personalised Learning Plans are formulated to cater for specific needs; (Please refer to PLP/PSG Policy)
- an assessment schedule for English and Mathematics is in place throughout the school.

At St Francis Xavier School Primary School, we believe, **Effective Reporting** takes place when:

- the outcomes are expressed and presented in a format and language that is readily understood by parents;
- meaningful feedback about a student's academic and personal growth is provided;
- reports are current and reflect best teaching and learning practice;
- frequency and timing of reports maximises the role of teachers and parents in supporting student progress;
- ongoing communication between parents, teachers and child is maintained;
- it has a positive focus on students' progress, indicating ways to overcome challenges and improve performance;
- it accurately documents students' level of achievement;
- data is tracked by teachers, intervention team and leaders.

Formal Reporting Procedure

Early Term 1	Parent / Teacher Chats – “Meet the Teacher” (Adjustment Plans presented & discussed if required) Parent Support Group (PSG) meetings for students requiring adjustments to their learning *
Mid Term 2	Program Support Group (PSG) meetings for students requiring adjustments to their learning *
End of Term 2	Mid-year (Semester 1) written reports sent home Student Self-Assessment (all students P-6) Formal Semester 1 Parent / Teacher Interviews - (Adjustment Plans presented & discussed if required)
Mid Term 3	Program Support Group (PSG) meetings for students requiring adjustments to their learning *
Mid Term 4	Program Support Group (PSG) meetings for students requiring adjustments to their learning *
End of Term 4	End of year (Semester 2) written reports sent home Student Self-Assessment (all students F-6) Formal Semester 2 Parent / Teacher Interviews

*Please refer to PLP/PSG Policy

Throughout the year work samples are shared digitally through Seesaw (Refer to Seesaw Policy)

Teachers also meet with parents (as required and arranged) outside of the above reporting schedule to inform parents of their child’s progress.

Evaluation:

This policy will be revisited yearly, reviewed as part of the school’s review cycle or as changes are made to the Victorian curriculum.



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As of Semester 1 2021, in line with Victorian Curriculum Reporting Requirements and 2-year SFX Inquiry Map.

All Curriculum areas and capabilities in every Year level are reported against school written outcomes and Victorian Curriculum standards. The grid below indicates when Progression Points to indicate the Standard are introduced.

Both Semesters: Outcomes/Progression Points							
Subject	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Education	*	*	*	*	*	*	*
English: Reading & Viewing	*	*	*	*	*	*	*
English: Writing	*	*	*	*	*	*	*
English: Speaking & Listening	*	*	*	*	*	*	*
Mathematics: Number & Algebra	*	*	*	*	*	*	*
Mathematics: Measurement & Geometry	*	*	*	*	*	*	*
Mathematics: Statistics & probability	*	*	*	*	*	*	*
Physical Education	*	*	*	*	*	*	*
Performing Arts (Music/Drama)	*	*	*	*	*	*	*
Visual Arts	*	*	*	*	*	*	*
Technologies: Digital Technology	*	*	*	*	*	*	*
Technologies: Design & Technologies	*	*	*	*	*	*	*
Languages: Mandarin						*	*
Library Skills							

INQUIRY UNITS OF WORK

	Semester One	Semester Two
Odd Year	Term 1: Health, Identity and Wellbeing Term 2: Our Scientific World (Scientific laws & Principles)	Term 3: Culture and Identity Term 4: Social Responsibility: For the Common Good
Even Year	Term 1: Citizenship and Social Responsibility Term 2: Earth Science - Environmental Sustainability	Term 3: Change Over Time Term 4: TBC

Semester One: Outcomes/Progression Points Linked to Inquiry Units

Subject	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science (Yearly)			*	*	*	*	*
Humanities: Civics & Citizenship	*	*	*	*	*	*	*
Humanities: Geography				*	*	*	*
Health	*	*	*	*	*	*	*

Semester Two: Outcomes/Progression Points Linked to Inquiry Units

Subject	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humanities: History (Yearly)			*	*	*	*	*
Humanities: Business & Economics						*	*

Capabilities: Reported on once a year

Subject	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Capability: Personal & Social	*	*	*	*	*	*	*
Capability: Intercultural			*	*	*	*	*
Capability: Critical & Creative Thinking			*	*	*	*	*
Capability: Ethical				*	*	*	*