

St Francis Xavier Primary School

Assessment and Reporting Procedures



St Francis Xavier Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

This section sets out the steps that are taken at St Francis Xavier Primary School to adhere to the rules of the policy and achieve the policy purpose.

1. Methods used to assess student learning progress and achievement

1.1. Formative assessment

Teachers monitor student learning and provide regular feedback to their students in order for students to know where they have been successful and what they need to work on next. In addition, students are taught self and peer assessment strategies to monitor their own learning against their learning goals, using success criteria to guide them in the process. Teachers use formative assessment to adapt their teaching programs, and to inform future lesson planning based on the needs of the learners.

1.2. Summative assessment

Teachers use a variety of evidence to gauge what learners are able to do independently after a period of learning. This information is then used to track how students are achieving against the Victorian Curriculum standards. Leaders support teachers to gather evidence and work in collaboration with colleagues to moderate student achievement against the curriculum. In addition to measuring achievement, teachers monitor overall progress for each learner, and identify areas of concern, such as where a learner has made little or no progress, as well as identifying patterns of accelerated growth.

1.3. Students with additional learning needs

The progress of students with additional learning needs are monitored closely, and they have regular goals as part of their personalised learning plans. Teachers monitor the progress towards these goals throughout the term by giving regular feedback and celebrating success with each learner. This close monitoring helps the teacher to measure the students achievements against the student's goals each term, enabling new goals to be co-created as appropriate. PSG meetings are held to discuss goals and celebrate the progress and achievement of these learners with their families.

2. Process for developing assessment tasks

Teachers and Curriculum leaders work in collaboration to create assessment tasks to capture the success each child has had during units of learning. Assessment tasks are planned for as part of the planning process to ensure the task is authentic and aligned with the learning goals. Teachers draw on a range of learning experiences and existing activities to support the development of engaging pre and post assessment tasks, where students will be able to complete tasks independently or with suitable adjustments. In line with learning goals, assessment tasks are differentiated to be able to demonstrate success and at each level, as well as to form next learning steps.

3. Cycle of review of assessment practices and processes
 - 3.1. Student data
 - 3.2. Identification of data
 - 3.3. Collection of data – cycle, methods, storage, dissemination
 - 3.4. Analysis of data
 - 3.5. Interpretation of data
 - 3.6. Use of data to inform teaching and assessment practices

Leadership work in consultation with staff to review the assessment practices and processes at various times throughout the year and on a needs basis. An assessment schedule for the following year is set, outlining which assessments for each year level need to be completed and in which timeframe. The schedule highlights both summative, formative, optional and intervention based assessments to create a whole school overview.

We strive towards a commitment of “Measure what you value and value what you measure”

What we measure must inform teaching practice, and identify strengths and gaps in individual students, cohorts and curriculum areas. We use our student data to inform our school improvement, including; action plans, goals, professional development, staffing and resourcing.

Staff analyse data using a collaborative process referred to as the 5 Ds (Data, Dialogue, Decisions, Do, Difference). This process is used at PLT meetings, specifically for Mathematics and Literacy, to support teachers in making data driven, powerful teaching decisions.

4. Reporting practices
 - 4.1. Formative assessment

Teachers use authentic learning tasks to capture successes and next steps during units of work. These are regularly posted on the SEESAW platform so that families can celebrate their child’s learning at home.

- 4.2. Summative assessment

Student achievement data is collated at various points in the year. This data is then used by teachers to form a judgement on where each student sits against the Victorian Curriculum achievement standards. These establish the overall progression points that are reported to parents twice a year.

- 4.3. Written reports

Teachers report in writing twice a year at the end of each semester. Leaders support teachers to write their reports by providing guidelines for consistency and work in collaboration with teachers to ensure reports are meaningful and clear to families.

- 4.4. Student/teacher/parent conferences

There are 3 formal conference opportunities offered to families. At the beginning of the year we hold getting to know you chats, at the end of Semester one we hold conferences after

the report has gone home. At the end of Semester two, an offer is made to families to book in a conference to discuss the End of year report if they wish. At any time during the year, families may book in a time to discuss their child's learning with their teacher.

4.5. Students with additional learning needs

4.6. Students with additional needs

For NCCD students, termly PSG meetings are held with families to discuss goals and celebrate the progress and achievement of learners with additional needs. In addition, teachers make contact with parents of students (not included in the NCCD data) who are working 12 months or more below, to discuss their needs and goal, before the report is sent home.

5. Personalised Learning Plans

5.1. NCCD data

Personalised learning plans are developed for students receiving supplementary, substantial or extensive adjustments. Students working either above or below 12 months in line with the Victorian Curriculum standards may also have a personalised learning plan developed by the classroom teacher.

5.2. Participation in national testing programs such as NAPLAN

In consultation with parents, some students receive adjustments or are withdrawn as per the NAPLAN guidelines. These decisions are made in the best interest of the learner.