



ASSESSMENT AND REPORTING POLICY

Policy Statement

Assessment and Reporting are vital processes that provide information about what students know and can do, allowing teachers to make recommendations for their future learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on evidence to make informed and consistent judgements to improve future student learning. This evidence guides teacher feedback, student self assessment, reflection and goal setting.

Reporting is the process of communicating comprehensive information about student achievement and learning at a point in time. Reporting to students, parents, teachers and the system helps decision making for future student learning.

Aim

To:

- Assess learning using summative and formative assessment to inform the teaching and learning program.
- Promote student engagement and recognise achievement.
- Inform teacher planning for learning programs that are matched to student learning goals.
- Guide students to develop knowledge, skills and behaviours, as they reflect on their learning and plan their future learning goals.
- Use achievement of student learning to develop reports for students, teachers and parents that indicate the progress the student has made and how well they are progressing against the standards.
- Provide parents and students with ongoing communication opportunities throughout the year including structured consultations and informal meetings were required.
- Meet the provisions of the Department of Education and Training (DET) advice on Assessment and Reporting.

Guidelines/Implementation

Assessment:

- All students are assessed against the Victorian Curriculum.
- Assessment and Reporting practices of the school are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.
- The teacher uses evidence from assessment to inform planning, teaching and further learning.
 - Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching.
 - Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals.
 - Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
- Teachers have the responsibility of gathering evidence of student achievement, adhering to

the school assessment schedule, and preparing and communicating student achievement, e.g. school reports.

- Pre and post testing is supported by ongoing assessment throughout a unit of teaching and learning; both summative assessment (evidence gathered at the conclusion of a unit) and formative assessment (evidence gathered throughout the unit).
- The Leadership Team is responsible for developing the assessment schedule, support for staff in interpreting student achievement data, facilitation of moderation of assessments and judgements.
- The teacher will make assessment criteria explicit, and where possible include input from the students into the design and content of assessment criteria.
- Assessment practices of the school encourage reflection and facilitate opportunities for self reflection by students. Students will receive frequent, constructive feedback that supports further learning.
- Teachers will assist students to articulate their achievements and personal learning goals, which are both challenging and achievable, and engage in self-assessment.

Reporting:

- The Leadership team will facilitate the implementation of the reporting schedule.
- Formal written reports are provided to students and their families on a whole-school basis at the conclusion of each semester.
- In addition to the formal written student reports, we will offer a parent-teacher conference to discuss the student's progress.
- The school will provide regular opportunities for students to share their learning with their parents, e.g. expos, performances, open sessions, assembly presentations, etc.
- Students with additional learning needs, such as students funded under the Program for Students with Disabilities (PSD) will receive assessment and reporting which is judged against their 2 Individualised Learning Plan (ILP).
- The families of students on the PSD will be provided with the opportunity to attend a Student Support Group (SSG) Meeting each term, including an end of year handover if required.
- Students and their families will be provided with an ILP if their learning needs are not catered for within the majority of the cohort of the students they are in, for example: where extra support or extension is required.
- The Principal has the responsibility of advising School Council of reporting requirements and liaising with parents on the form and content of the reporting process.

- School Council and staff use the assessment information to monitor the achievement of the School Strategic Plan and the Annual Implementation targets.
- The Principal and School Council have the responsibility for providing a concise summary of

the school's achievements and progress to the local community via their annual report.

- In accordance with DET Guidelines, The National Assessment Program- Literacy and Numeracy (NAPLAN) will be administered annually to students in Years 3 and Year 5. Parents/carers have the right to withdraw their child from participating in NAPLAN assessments.
- The school uses collated achievement data to monitor student achievement and program effectiveness. In addition, DET uses student achievement data to account for the public expenditure within the school and the system.

Evaluation

This policy will be reviewed by 2021 or sooner if required.

This policy was ratified by School Council on 9 August 2017.