

# Assessment and Reporting Policy



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9802 0663 for support.

## Rationale

The process of assessment and reporting provides accurate, comprehensive and valuable information about student learning. A number of performance indicators are used to provide data for analysis and review. This is necessary in order to modify/review education progress to optimise all student learning and performance.

The Assessment and Reporting policy will:

- Improve student learning by accurately determining current performance as well as areas of future need and development and/or additional assistance
- Allow students to confirm what they have learned and find out where improvement may be needed
- Provide a basis for program evaluation and continuing curriculum improvement
- Regularly inform parents/carers about their child's progress at school.
- Develop a sense of partnership in learning among parents/carers, teachers and students.

## 1. Guidelines

1. Weeden Heights Primary School will provide a comprehensive and sequential curriculum based on the Victorian Curriculum. An integral part of this curriculum will be the provision of a planned approach to assessment.
2. The information gained from assessment will be used as a basis for program evaluation and continuous curriculum improvement and to assess school and student performance accurately and comprehensively against state-wide standards.
3. To further develop student's learning outcomes, teachers will use assessment information by taking into account the full range of ability of students and by tailoring future educational programs to meet the needs of each student.
4. The school will report on student achievement to the students, parents, other teachers and schools where required and to School Council and the Department of Education (DE) annually. Reporting procedures will be established in line with DE policy and guidelines.
5. The assessment of a student will begin at enrolment and be ongoing with cumulative records of individual student achievement maintained.

## 2. Implementation

### Assessment:

1. The school will base curriculum on the Victorian Curriculum and teachers will accurately assess student achievement against progression points in each of the domains.
2. Assessment will include a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning for each individual student, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:
  - 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 learning goals.
  - Assessment **of** learning – occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.
3. The school will establish a whole-school sequential and on-going assessment schedule for teachers, which include a variety of assessment strategies, including online benchmarking assessment tools and provide multiple sources of information about student achievement. These may include tests and assignments, inquiry research, student portfolios, teacher observations, conferencing and involvement in state wide standardised testing processes such as The National Assessment Program – Literacy and Numeracy (NAPLAN) (Years 3 and 5) and school entry assessment tests.
4. The school will use the summary statements provided by preschools to plan for the incoming students in the foundation year of school (Prep).
5. The school will develop a sequential system of maintaining comprehensive student records containing assessment results and reports to be completed by teachers. This information will be passed on to the student's next teacher/school.
6. Teachers will develop an Individual Education Plan (IEP) for students operating well above or below expected Victorian Curriculum levels including, Disability Impairment Program (DIP) students, Aboriginal students and students living out of home, in consultation with colleagues, parents and where appropriate, the students.
7. The school will provide information for parents about the Victorian Curriculum, Student Reporting, NAPLAN and other external assessment.
8. The school will assess the achievements of students with disabilities in the context of the student's personal goals, teaching and learning strategies and the Victorian Curriculum where possible. Program Support Groups will help develop IEPs and report to these learning goals twice a year.
9. Students for whom English is an Additional Language will have their progress in English reported against the English as an Additional Language (EAL) Companion to the Victorian Curriculum.

10. Levels will include agreed formal and informal teacher, peer and student self-assessments to monitor student achievement against Victorian Curriculum standards.
11. Regular team reviewing, moderation and evaluation will occur in order that teachers apply consistent judgments of student progress and to meet the ongoing and changing needs of the students.
12. Teachers will participate in regular professional development sessions focusing on assessment and reporting to keep abreast of current development and trends.
13. Each year the school will provide students and parents with a Student Portfolio of work containing progressive work samples and assessment tasks collected from a variety of Victorian Curriculum domains. These will also include samples of student self-assessment and reflection.

### **Reporting:**

Comprehensive reporting will cover three major areas:

- Reporting to parents (student reports).
  - Reporting to the local community (annual reports).
  - Reporting systemic improvement (national reports).
14. Formal reporting to parents will consist of student reports on achievement that will be produced half yearly and end of school year. Academic results will relate to achievement levels set out in the Victorian Curriculum. The reports will indicate strengths and areas requiring additional assistance, support and extension strategies and also provide information on student social development, extra-curricular activities and attitude.
  15. Student Reports should indicate what has been achieved by the student, stating strengths, and weaknesses including recommendations for future learning.
  16. The school will conduct one formal introductory 'Getting to Know You Meeting' early in term 1 to share information and discuss learning goals. Following the distribution of half yearly reports, a Student Led Conference will be conducted where student portfolios are shared, successes and new learning goals discussed. At the end of year student portfolios are sent home as a record of their year's learning.
  17. Parents/carers of students who have participated in NAPLAN will receive a written report from DE.
  18. Informal reporting to parents will be provided through interviews (as needed or requested), diary comments and telephone conversations. Dialogue between parents will be encouraged at all times.
  19. The school will provide all required performance data to DE and the community via the school's annual report.

## Policy Review and Approval

Policy last reviewed	22 July 2024
Consultation	Principal Staff Education Sub Committee and School Council Newsletter item to the school community
Approved by	School Council
Next scheduled review date	22 July 2028 <i>Review cycle for this policy is every 4 years.</i>