



Assessment and Reporting Policy



Rationale:

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

Assessment should:

- Be an ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learner's progress and achievement to improve future student learning.
- Provide information about where students are in their learning and development and give direction to teachers in planning learning opportunities.
- Provide opportunities for students to develop a positive attitude to learning; encourage the pursuit of excellence and provide feedback for students, teachers and parents/guardians.
- Recognise educational achievements and be insightful, respectful, constructive and timely.
- Maximise collaboration and sharing of knowledge between families and teachers, to allow all parties to support and participate in the students learning and development.

Reporting should:

- Communicate individual student progress, achievement and learning at a point in time.
- Report student performance accurately and comprehensively through formal and informal modes of communication.

Guidelines/Implementation:

Assessment

- The assessment schedule will be reviewed at the commencement of the academic year to show when, what and how assessment will be implemented.
- Staff are required to adhere to school and Department of Education and Training (DET) assessment requirements and timelines.
- Teachers will provide a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement.
- To assist students with disabilities and impairments Student Support Groups will develop and assess the child's Individual Learning Plan containing specific learning goals.
- Students for whom English is an Additional Language (EAL) will have their progress in English assessed in relation to the relevant stages in the Victorian Curriculum (VC) documents and EAL continuum.
- Evidence from assessment is used to inform planning, teaching and further learning.
- The teacher will make assessment criteria explicit, and where possible involve 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

- Provide written and oral reports to parents/guardians throughout the year as determined by the Department of Education and Training (DET) which may include: Meet the Teacher, Written, Midyear interviews & student led conferences, end of year interviews as requested by staff or parents/guardians, NAPLAN feedback, meetings between parents/guardians and teacher when required.
- Meetings between parents/guardians, teachers and support staff when required (Speech Therapist, Psychologist, Primary Welfare Officer).
- A cumulative record of student work in a Learning Diary or Digital Portfolio to be shared with teacher, student and parent/guardian, including annotations to the student and/or parent/guardian.
- Individual Learning Plans for identified students will be developed as required by DET and school guidelines.
- All reporting processes will be conducted confidentially and respectfully.

Evaluation:

This policy will be reviewed as part of the school's four year review cycle.