



POLICY: ASSESSMENT AND REPORTING

1. Rationale:

To ensure that Assessment and Reporting is an integral part of teaching and learning where:

- 1.1 Assessment tools and procedures accurately measure student achievement, identify student needs and direct program planning
- 1.2 Reporting methods provide comprehensive feedback to parents/teachers on students' learning and meets DET accountability requirements. i.e. school generated data, NAPLAN.

2. Aims:

- 2.1 To assess and report student achievement accurately and comprehensively using Victorian Curriculum.
- 2.2 To improve individual learning by accurately determining future learning needs.
- 2.3 To assist in program planning by identifying areas of need.
- 2.4 To encourage each individual student to strive to achieve their personal best.
- 2.5 To record student progress mid year and end of year in a written format to parents.
- 2.6 To provide a range of appropriate assessment tools and strategies that measure Victorian Curriculum outcomes.
- 2.7 To allow students the opportunity to undertake appropriate self-assessment.

3. Implementation:

- 3.1 An agreed schedule will determine the timing of assessment. This will be updated regularly.
- 3.2 Monitoring the effectiveness of teaching and learning through a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These include diagnostic tests, teacher designed tests, assignments, projects, observations, annotated work samples, student self-assessment, ongoing anecdotal records,
- 3.3 Conform to standardised testing processes such as Victorian Curriculum and NAPLAN (National Assessment Program- Literacy & Numeracy).
- 3.4 Student achievement Prep-Grade 6 will be recorded on school data base – Student Central
- 3.6 Teachers will make consistent judgments supported by: annotated student work samples, teacher devised tests, calibrated standardized tests, commercially produced assessment tasks, teacher observation, student interviews and moderation with colleagues.
- 3.7 Individual Learning Improvement Plans will be developed to respond to needs identified through assessment.
- 3.8 A written report on student progress that reflects Victorian Curriculum and general comments on work/social habits and attendance will be compiled mid and end of year.
- 3.9 Information sessions for parents on Reporting procedures and NAPLAN will be conducted if necessary.
- 3.10 Parent-Teacher interviews will take place in Term 1 and after the Mid Year Report.
- 3.11 Parents are able to make an appointment to discuss their child's progress throughout the year and are invited to discuss end of year report if required.
- 3.12 Students for whom English is a second language will have their progress in English assessed against the stages of the ESL companion to the English Victorian Curriculum.
- 3.13 The school will assess the achievements of students with disabilities and impairments in the context of ABELS or Victorian Curriculum and the goals developed by the Program Support Group depending on need of student.
- 3.14 Teachers will be provided with ongoing professional development in assessment and reporting practices.
- 3.15 A School Data Plan which outlines the assessment tools and timelines will be developed and submitted to Regional Office.

4. Evaluation:

- 4.1 Annually review the implementation of our policy and evaluate our assessment practices.
- 4.2 Record feedback from Parent/Teacher interviews.
- 4.3 Analyse information gathered of the appropriate section of the parent opinion survey.