



Kalinda Primary School No. 5121

## ***Assessment and Reporting Policy***

### **Rationale:**

Schools undertake a range of student assessment and reporting activities to support student learning. Ongoing assessment and reporting is an integral part of teaching and learning at this school

### **Purpose:**

- To regularly inform parents/carers about their child's progress at school.
- To improve student learning by accurately determining current performance as well as areas of future need and development and/or additional assistance.
- To identify students who require greater challenges or additional support.
- To allow students to confirm what they have learned where improvement may be needed.
- To provide a basis for program evaluation and continuing curriculum improvement.
- To develop a sense of partnership in learning among parents/carers, teachers and students.
- To regularly provide appropriate reports to the community.

### **Guidelines:**

- Student reports for parents/carers are confidential documents that the school will produce at least twice a year.
- In addition to producing student reports the school will offer a parent/teacher conference to discuss the student's progress.
- Parents and or teachers, may request a parent/teacher interview at any time they feel they have any concerns or wish to discuss the progress of a student.
- All assessment and reporting will be undertaken within DET guidelines.
- The assessment of a student will begin at enrolment and be ongoing with cumulative records of individual student achievement maintained.
- Assessment will include a variety of informal and formal tasks.
- The school will have an annual assessment and reporting schedule.

### **Implementation:**

- The school's curriculum will be based on the Victorian Curriculum F-10, which incorporates the Australian Curriculum and reflects Victorian priorities and standards.
- The school will design curriculum, assess and report student progress based upon informed on-balance judgements against the Victorian Curriculum F-10 standards.
- A whole-school assessment schedule will provide teachers with a framework for assessment.
- The summary statements provided by pre-schools each year will be used to assist teachers to plan for the incoming students in the Foundation year (Preps).
- At the start of each year all Foundation students will be assessed using the English Online interview.
- The school will provide parents/carers with information about the Victorian Curriculum F-10, Student Reporting, NAPLAN and other external assessment.

- The school will provide parents/carers of students in Years Foundation to 6 confidential Student Reports (a minimum of twice a year) to show student progress and achievement at the time of reporting, give clear individualised information about progress against the achievement standards and identify the student's areas of strength and areas for improvement.
- Reports will include information about the age-related expected level of achievement except in specific instances for individual students where this has been determined unnecessary by the school in partnership with parents/carers.
- There may be specific instances where a school decides in partnership with an individual student's parents/carers that is unnecessary to provide a report for that student.
- The school will provide an Annual Report to the school community as well as provide information for State-wide and National Reports.
- Any international students enrolled at the school will be effectively monitored for student performance (including any academic progress issues, accommodation and welfare issues or absences from school and homestay accommodation) with a documented intervention strategy implemented where academic progress is at risk of failing to meet minimum Student Visa requirements.

#### **Assessment:**

**Assessment** is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve 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 teaching.
- Assessment **of** learning – occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. This will be a mix of summative, formative and ongoing assessments.
- The English On-line Interview is undertaken at the start of school by all Foundation students. The interview is a one-to-one interview between the teacher and student with the teacher recording responses in an online system. The Interview can provide valuable diagnostic information to inform program planning and resource allocation.
- Assessment will be ongoing and include a wide variety of assessment tools. These may include assignments, tests, projects, portfolios, observations, discussions, self and peer assessment, on demand testing, standardised testing processes and the Insight Assessment Platform (Insight) which includes online interviews including the English Online Interview.
- Students in years 3 and 5 will undertake the National Assessment Program – Literacy and Numeracy (NAPLAN) using common tests in reading, writing and language conventions (spelling, grammar, and punctuation and numeracy).
- Consistency of teacher judgements will be strengthened by the school's teams who will plan specific tasks for review, evaluation and moderation to meet the ongoing and changing needs of students.
- Using a sequential system of maintaining comprehensive student's records, teachers shall maintain a variety of written records on each student to guide them in the assessment process. This information will be passed on to the student's next teacher/school.
- Individual files will be maintained on children with special needs and will include relevant medical and student services assessments, written reports, profiles and minutes of relevant meetings such as Student Support Group meetings.
- Students who have English as their second language may where appropriate, have their progress in English reported against the EAL (English as an Additional Language) which is found in the Companion to AusVELS.
- Individual Education Plans will be developed for students performing above and below the expected levels of the Victorian Curriculum F-10, including PSD students (Program for Students with Disabilities), Aboriginal and Torres Strait Island students and students living out of home.

- The school will collect, collate and analyse whole school data to identify future teaching and learning directions.

### **Reporting:**

**Reporting** communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting at this school covers three major areas:

- Student reporting to parents/carers
- School reporting to the local community via the Annual Report
- System reporting to the broader educational community through state wide and national reports

### **Student Reporting:**

Formal and informal reporting to parents will take place on a regular basis and include:

- Parent Information sessions in February each year.
- Three Way Conferences in Term 1 and mid way during Term 3, or as deemed necessary by either party.
- Parents of PSD students (Program for Students with Disabilities) will meet with teachers and where appropriate, other support staff once per term.
- Formal Student Reports will be provided at the end of semester one and semester two.
- Parents/carers of students who have participated in NAPLAN will receive a written report from the Department of Education and Training (DET).

### **School Reporting:**

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year. The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. The school's Annual Report will include a School Performance Summary.

### **System Reporting:**

National reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system.

### **Managing Student Records:**

The school is required to create, manage and dispose of electronic and hardcopy public records (i.e. student records) in accordance with the Public Records Act 1973 (Vic) (PRA). The school has a system for managing the school's electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records.

### **School Policies which underpin this policy:**

- Behaviour Management Policy
- Bullying, Cyber-bullying and Harassment Policy
- Child Safe Policy
- Duty of Care Policy
- Internet Policy
- Mandatory Reporting Policy
- School Attendance Policy
- Student Welfare Policy

**Date ratified by School Council: 09/05/2017**

**Review date: 09.05.2020**