



ASSESSMENT AND REPORTING POLICY

RATIONALE:

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 future learning goals
- Assessment **OF** learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Accurate and comprehensive reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

PURPOSE

- To accurately assess student achievement, against AusVELS levels in all key learning areas
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance
- To report student performance accurately and comprehensively to parents
- To meet DEECD requirements in the accountability process.

IMPLEMENTATION:

Assessment

- Formative assessment will be incorporated into aspects of planning and daily classroom practices. The collection of data will be continuous and help inform quality teaching.
- Summative assessment will be administered in accordance with the agreed Whole School Assessment Schedule. Assessments may include Fountas and Pinnell running records, On Demand Testing, SA Spelling, and whole school moderation tasks in Number and Writing
- An Individual Learning Journal (ILJ) of assessment tasks will be developed for each student over the year. This will include a minimum of 4 assessment tasks per term, including a Reading, Writing, Numeracy and another focus area the classroom program and one task from each specialist area.
- Student reflection and self-assessment will form part of the student assessment process
- Individual Learning Goals, set in collaboration between the teacher and each individual student, will form part of the Individual Learning Journal
- Teachers will participate in level and across school moderation in Numeracy and Literacy to ensure consistent judgements against AusVELS.
- Students in Years 3 and 5 will participate in the mandated NAPLAN testing program
- Assessment data, including standardised testing, teacher judgements against AusVELS in Literacy and Numeracy and NAPLAN will be entered on a whole School Assessment Data Bank and Student Performance Analyser (SPA). This will provide consistent and informed judgements of student performance and track student progress across the school.

Reporting

- Parents will be provided with two reports of student achievement at the end of each semester.
- Reports will indicate progress against AusVELS levels in all key learning areas, performance beyond the AusVELS (including attitude, participation, social skills, attendance), and a student self-assessment.
- Written reports will be accompanied by the student's Individual Learning Journal with annotated and teacher assessed tasks as evidence of student achievement.

- Two scheduled parent/teacher interviews will be provided per year:
 - A 'Getting to Know You' interview early in Term 1 between the parents and teacher
 - A comprehensive three-way conference involving the teacher, parents and student after the mid-year reports are distributed.
- For students involved in the Program for Students with Disabilities (PSD), Individual learning Improvement Plans (ILIPs) will be developed at regular student support group meetings to monitor student progress. These meetings will involve consultation with parents, integration aides and, where appropriate, with others with specific expertise.
- The school will assess the achievements of students with disabilities and impairments in the context of the AusVELS. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be reviewed and reported by the program support group.
- The school will provide all required performance data to DEECD and to the community by means of the annual report.

MONITORING AND REVIEW

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

This policy was ratified by School Council: June 2014

Next policy review: 2018