

Assessment & Reporting Policy

Rationale:

- 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.

Aims:

- To report school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Implementation:

- Schools are responsible for reporting on student achievement to students, to parents, other teachers and schools. School Council will receive Assessment information through the Annual Report. This School reports against the Victorian Curriculum.
- Each year our school will provide parents with at least two written reports on student achievement, indicating progress against Victorian Curriculum in all key learning areas. Upon request, translations of these reports into other languages can be provided.
- Written reports will include a summary of the curriculum and assessment program for the student's class, achievement in relation to Victorian Curriculum, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies. Areas beyond the curriculum, including attitude, participation, extra-curricular activities, social skills, and a student self-assessment (5/6 Only) will also be included.
- **'Mid Year' Entry of Students:** Teachers will complete a full Semester 1 Report (Assessment Writer) when the student commences school prior to Week 7 of Term 1. If a student arrives after this time, they will receive in place of a full report, a one page summary which will be provided by the class teacher to inform parents of the student's transition. This process will be repeated for Semester 2, if the student commenced school prior to Week 7 of Term 3.
- **'Mid Year' Exit of Students:** Teachers will need to complete a one page summary outlining the student's progress (to date) if the student exits the school prior to Week 3 of Term 2. This guideline is to be used again for Semester 2, when a student exits the school prior to Week 3 of Term 4.
- **Reporting on EAL-D students:** Teachers will need to assess student achievement according to the EAL-D Continuum. As per DET and Accelerus guidelines, students who are identified and assessed according to this Continuum will not have any 'English' Victorian Curriculum reported on Assessment Writer. As the EAL-D Continuum is structured to support Early Years students it is imperative that Prep/Foundation students continue to be assessed against this Continuum. It will be the responsibility of the Grade 1 Classroom teacher and EAL Specialist to determine (with sufficient evidence) whether or not the child has progressed towards a mainstream report.
- **Reporting on students on the Program for Students with Disability Management Systems (PSDMS)** - The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum A-D or F-10. Program support groups will help develop individual student profiles containing learning goals in each key

References: <http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>
<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/relationships.htm>

learning area for each student. Progress towards learning goals will be reviewed and reported by the program support group. Students on the PSDMS will receive an alternate report format that addresses their specific goals.

- We will provide two formal Parent/Teacher Interviews per year – an introductory interview early in Term 1, and one interview after the mid-year reports are distributed. Where necessary, interpreters will be provided. Parents have the opportunity to request a third formal interview after the distribution of end of year reports.
- Our school will progressively develop Learning Improvement Plans for individual students in consultation with parents and, where appropriate, with other Para-professionals.
- We will participate in the National Assessment Program Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on students' progress in relation to the Victorian Curriculum levels.
- We will provide in-services for parents on Victorian Curriculum, the school's report format, and the NAPLAN.
- The school will provide all required performance data to DET and the community by means of an annual report, as well as an Executive Summary of performance data to all families.
- The Principal will report progress to School Council as required.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle, or at any time that DET policy changes influence reporting practices in schools.

This policy was last ratified by School Council on March 23rd 2017

Glossary of terms

DET:	Department of Education and Training.
Mid-Entry student:	A student who enters school after the cohort has commenced the first day.
Mid-Exit student:	A student who exits school before the year has completed.
Assessment Writer:	The software program used to input information to compile a student report.
Accelerus Writer:	The software development company for the <i>Assessment Writer</i> .
EAL-D:	English as an A dditional L anguage or D ialect.
Continuum:	Is a measure of student progress according to outcomes over 2 years. (per VELS level).
NAPLAN:	N ational A ssessment P rogram L iteracy and N umeracy.