

# Student assessment and reporting policy

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## Rationale

Accurate and comprehensive assessment and reporting of student performance against state-wide standards aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

## Aims

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

## Implementation

Schools are responsible for accurately assessing student achievement against the Victorian Curriculum and reporting these assessments to the students themselves, to parents, other teachers and schools, to School Council, and to the Department of Education.

Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.

The school will establish a whole-school assessment schedule for teachers which will include a variety of assessment strategies providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in state-wide standardised testing processes such as NAPLAN and school entry assessment tests.

The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.

Teachers will use the data they collect to make judgements about, and report on, student achievement against the Victorian Curriculum.

Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum standards across the school.

The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.

Our school will develop learning improvement plans, where required, in consultation with parents and, where appropriate, with others with specific expertise.

Each year our school will provide parents with two written student reports indicating their child's academic progress against Victorian Curriculum standards and progression points.

We will provide one formal opportunity for parents, teachers and students to reflect on their mid-year report and parents are encouraged to take this opportunity to discuss their students reports with both teachers and students.

Teachers are available to discuss student progress, with parents, at anytime as long as an appointment is made through the office.

The school will provide all required performance data to the Department of Education and the community by means of an annual report, as well as an Executive Summary of performance data to all families.

## **Evaluation**

Ratified by School Council May 2020

To be reviewed in May 2023