



PARK ORCHARDS PRIMARY SCHOOL

Policy and Procedures: Assessment and Reporting

1. RATIONALE

Assessment is a means of educational improvement. We assess to determine what the student has achieved and to inform the next stage of learning. This evidence guides teacher feedback, student self-assessment and reflection. The reporting process uses assessment evidence to inform parents, students and teachers of what students know and can do, together with recommendations for their future learning.

2. PURPOSE

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

3. GUIDELINES

- 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.

4. IMPLEMENTATION

Assessment

- Assessment should be ongoing and include a wide variety of assessment tools.
- Pre and post testing is supported by ongoing assessment throughout a unit of teaching and learning; both summative assessment (evidence gathered at the conclusion of a unit) and formative assessment (evidence gathered throughout the unit).
- Assessment may include assignments, tests, projects, portfolios, observations, discussions, self and peer assessment, online interviews and assessments, and involvement in standardised testing processes such as The National Assessment Program – Literacy and Numeracy (NAPLAN)
- Consistency of teacher judgements will be strengthened by the school's teams who will plan specific tasks for moderation.
- Teachers shall maintain a variety of written records on each student to guide them in the assessment process.
- Assessment allows students to receive feedback on their learning and performance so assessment serves as a developmental activity aimed at improving student learning.

VRQA 3.2: Student Learning Outcomes

- Each student has a 'Student File' in which relevant assessment and reporting documentation is placed.
- Student results for Literacy and Numeracy are recorded on 'Google Docs' for teachers to track progress of each student
- 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 (e.g. Student Support Group meetings).
- Students who are performing at least 6 months behind the expected standard will be provided with an ILP.
- The families of students on the PSD will be provided with the opportunity to attend a Student Support Group (SSG) Meeting each term. A handover meeting will also be held at the conclusion of each year.
- The school will collect, collate and analyse whole school data to identify future teaching and learning directions.

Reporting

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

- Parent Information sessions are held in February each year
- An initial 'Getting to Know You' interview scheduled in Term 1 will provide an opportunity for parent input to their child's learning program.
- Formal written reports are provided to students and their families on a whole-school basis at the conclusion of each semester. Copies of reports are available through Compass.
- Learning Journals are sent home each Term and give parents/carers information about how students are performing with selected assessment tasks. These Assessment Rubrics will be uploaded to Compass to provide parents immediate feedback after they have completed the tasks and stored as a hard copy in the learning journal. Rubrics will indicate whether students are performing above or below their expected level and state their achievements, and include recommendations for future learning.
- A mid-year 'Student Led Conference' at the end of Term Two; at which the student presents a Learning Journal of their work and reflects upon their learning in an open discussion with their family and the teacher. The family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child's 'End of Semester Report'.
- Parents/carers of students who have participated in NAPLAN will receive a written report from DET.
- The school's Annual Report will include a School Performance Summary.
- Student Reports should indicate what has been achieved by the student and summary of their achievements against the Victorian Curriculum.

5. EVALUATION

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

This policy was ratified by School Council on...

Nov 2016