



# SANDRINGHAM EAST PRIMARY SCHOOL

## Assessment and Reporting Policy

### Rationale

Accurate and comprehensive assessment and reporting of school and student performance aids in establishing open communication, improves student learning and assists in establishing future direction. In addition it helps to identify areas of exemplary performance and those in need of support and assistance.

### Aims

- To assess and report on school and student performance accurately and comprehensively.
- To improve student learning by detailing areas of current performance to identify and plan areas of future development.

### Implementation

- Schools are responsible for assessing and reporting on student achievement to the students themselves, to parents, teachers and to the School Council through the Annual Report.
- Assessment data will be used to identify future teaching and learning direction.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests, assignments, projects, portfolios, performance observations, discussions and involvement in state-wide standardised testing processes such as National Assessment Program – Literacy and Numeracy (NAPLAN), School Entry Assessment Tests, Victorian Curriculum Assessment Authority (VCAA) Online Assessment and added assessments according to the Assessment Schedule of the school and DET.
- The data teachers collect will be used to make judgements about, and report on, student achievement in relation to the approved curriculum.
- An effective system of keeping records including a mixture of observations of student learning will be developed by teachers.
- Staff will work together to moderate student work to ensure consistent judgements across the school.
- Staff will undertake relevant Professional Learning to assist with moderating student work and making consistent judgements against approved curriculum outcomes.
- Staff will develop Individual Learning Plans (ILP) for unfunded and funded students requiring additional support with their learning as well as for those students that are selected as strong beneficiaries of academic extension endeavours. ILP's will be developed in consultation with parents and with appropriate expert advice and will be reviewed each term.
- Students will participate in NAPLAN Tests (Years 3 and 5) so as to gain information for teachers, parents and students on students' progress.
- Each year our school will provide parents with two written reports, one in each semester, using a DET approved report writing tool against the approved curriculum.
- Written reports will follow DET guidelines recording achievement in relation to the approved curriculum, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies and an opportunity for student self-assessment and parent feedback.
- The school will assess the achievements of students with disabilities and impairments in the context of the approved curriculum. Parent Support Groups (PSG) will help develop

individual student profiles containing learning goals for the funded students requiring extra support. Progress towards learning goals will be monitored, reviewed and reported by the program support group each term.

- The school will provide all required performance data to DET and report to the community by means of the Annual Report.

#### **Evaluation**

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

**This policy was last ratified by School Council – August 2015**