

ASSESSMENT AND REPORTING POLICY

PURPOSE:

Accurate and comprehensive assessment 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.

OBJECTIVES:

- To assess 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.

GUIDELINES FOR IMPLEMENTATION:

- Schools are responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Ongoing assessments will be used to identify student needs, future lessons, unit development and professional development for teachers, rather than simply a prelude to reporting achievement.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement and targeted teaching. These include the following tests:
 - NAPLAN (Year 3 & 5 students)
 - School Entry Assessments – English Online Interviews (EOI) and Maths Online Interview (MOI)
 - PM Benchmark Running Records
 - PROBE (for students reading at PM level 30 and above)
 - PAT Testing (Reading and Maths)
 - Essential Assessment (Literacy and Numeracy)
 - Letter ID
 - BURT
 - SWST Spelling
 - Moderation - Writing
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the 'I Can...' statements and 'Learning Intentions & Success Criteria' to monitor student growth, to provide each student with information on their current achievements. Teachers and students work in collaboration to create future learning goals.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the Victorian Curriculum levels.
- Teachers will use the Making Consistent Judgements materials, participate in moderation workshops (whole school and teaching teams) and be represented at Dandenong Ranges (DR) Network PLC meetings to ensure a common interpretation of both the Victorian Curriculum learning outcomes and student achievements.
- The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum. Program Support Groups (PSG's) will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the program support group. The Abilities Based Learning and Education Support (ABLES) program is used to support the teaching and learning of students with disabilities and additional needs and to track student development. The ABLES assessment tools will accompany the Semester 1 & 2 reports of students, if required, on the PDS Program.

- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the EAL Companion to the English Victorian Curriculum.
- The school will provide all required performance data to DE and the community by means of the School Council's Annual Report.
- The school will continue to follow the Reporting Guidelines required from DE and will formally report to parents each semester.

FURTHER INFORMATION AND RESOURCES

- Curriculum Policy
- Victorian Curriculum Assessment Authority (VCAA)
- Year Level Assessment Schedule

POLICY REVIEW AND APPROVAL

<i>This policy will have a review cycle of 3-4 years</i>	<i>This policy was approved by School Council on 16th May, 2023, and is scheduled for review in April, 2027.</i>
<i>Reviewed by</i>	<i>Rohan Thompson, Di Double, Stuart McLean, Phil Darbyshire, Lisa Hoskins-Faul, Chelsey Robins, Helen Kesarios, Hannah Godlevsky</i>
<i>Approved by</i>	Principal – Rohan Thompson School Council President – Lisa Dell