

Assessment and Reporting Policy

Rationale

The process of assessment and reporting provides accurate, comprehensive and valuable information about student learning. A number of performance indicators are used to provide data for analysis and review. This is necessary in order to modify/review education progress to optimise all student learning and performance. It is essential that effective and comprehensive monitoring and feedback takes place in order that all students move towards their potential and are individually supported to progress to the next stages of their learning. Thorough assessment enables teachers to reflect on and modify their practice to suit students' individual needs. It provides an overview of learning across the school and identifies and addresses areas in need of specific focus and makes provision for teachers to strengthen and consolidate all aspects of student learning.

Aims

Vermont Primary School and Kindergarten is committed through the implementation of this policy to:

- Assess school and student performance accurately and comprehensively against State wide standards.
- Improve student learning by accurately determining current performance as well as areas of future need and development and or additional assistance.
- Assist teachers in planning to the point of need and differentiating the curriculum for student learning.
- Regularly inform parents/carers about their child's progress at school.
- develop a sense of partnership in learning among parents/carers, teachers and students.

Scope

Schools are responsible for accurately assessing student achievement against achievement standards detailed within the Victorian Curriculum. Assessment requires a mix of summative assessment of learning, formative assessment, student self-assessment and reflection.

Formative assessment is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?

Summative assessments usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively, since they can inform future planning for student learning.

Guidelines

- The school will provide a whole-school Assessment Schedule for teachers which will include a variety of assessment strategies, including online and assessment tools, providing multiple sources of information about student achievement. These include tests and assignments, projects, performance observations,

classwork, work samples, discussions and involvement in national standardised testing processes such as NAPLAN and school entry assessment tests.

- Teachers will adhere to the whole school Assessment Schedule.
- Teachers will use data collected to make judgements about and report on student achievement against the Victorian Curriculum and plan their teaching to student's point of need.
- Staff will participate in Professional Learning Communities at each level where they will discuss the data in relation to the teaching and learning program, set learning goals and complete moderation of formalised assessment pieces.
- Students performing 12 months behind the expected standard or 18 months above the expected standard will have an Individual Learning Improvement Plan developed in consultation with students, parents and, where appropriate, specific experts such as a learning specialist.
- The information gained from assessment will be used as a basis for program evaluation and continuous curriculum improvement and to assess school and student performance accurately and comprehensively against state-wide standards.
- The school will report on student achievement to the students, parents, other teachers and schools where required, to School Council and DET annually. Reporting procedures will be established in line with DET policy and guidelines.
- The assessment of a students will begin at enrolment and be ongoing with cumulative records of individual student achievement maintained.
- The school will assess the achievements of students with disabilities in the context of the Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals for each student supported by Ability Based Learning and Education Support (ABLES). Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is an additional language will have their progress in English reported against the EAL achievement standards as detailed in the Victorian Curriculum.

Implementation

Assessment

- The Assessment Schedule is reviewed annually by the Leadership Improvement Team in consultation with staff.
- The school will base curriculum on the Victorian Curriculum and teachers will accurately assess student achievement against progression points in each of the domains
 - See the following policies and working documents for specific assessment procedures and requirements in each curriculum area:
 - English
 - Mathematics
 - Science
 - Humanities
 - Technologies
 - Capabilities – Critical and Creative Thinking, Personal and Social, Intercultural, Ethical
 - The ARTS
 - Health and PE
 - LOTE
- Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:
 - Assessment **for** learning – occurs when teachers use inferences about student progress to inform their teaching.
 - Assessment **as** learning – occurs when students reflect on and monitor their progress to inform their teaching.

- Assessment **of** learning – occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.
- The school will establish a yearly whole-school sequential and on-going ASSESSMENT TIMELINE, which include a variety of assessment strategies, including online and On Demand assessment tools, providing multiple sources of information about student achievement.

Student Records

- Vermont PS will use a student management system (CENTRAL) to develop a sequential system of maintaining comprehensive student records containing assessment results and reports to be completed by teachers.
- Vermont PS will use the summary statements provided by preschools to plan for the incoming students in the Foundation year
- Teachers will develop Individual Learning Improvement Plans (ILIP) for students operating 18 months ahead or 12 months below the expected Victorian Curriculum levels including, PSD students and other identified students, in consultation with colleagues, parents and where appropriate, the students.
- PLCs will meet weekly and formal moderation of work samples to occur termly. In addition to this, cross level moderation meetings will take place to ensure consistency across all levels of teaching.
 - Regular team reviewing, moderation and evaluation will occur in order that teachers apply consistent judgments of student progress and to meet the ongoing and changing needs of the students
 - Teachers will participate in regular professional development sessions focusing on assessment and reporting to keep abreast of current development and trends

Reporting

- Comprehensive reporting will cover three major areas:
 - Reporting to parents (student reports)
 - Reporting to the local community (annual reports)
 - Reporting systemic improvement (national reports)

Reporting to Parents

- Formal reporting to parents will consist of student reports on achievement that will be produced half yearly and end of school year.
 - The current Assessment and Reporting guidelines can be found at the following link <http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>
 - Academic results will relate to achievement levels set out in Victorian Curriculum and student progress throughout the year. The reports will indicate strengths and areas requiring additional assistance, support and extension strategies and also provide information on student social development and attitudes to learning
 - Vermont PS will report student achievement against the set of achievement standards set out in the eight learning areas and four capabilities of the Victorian Curriculum F–10, consistent with the whole-school teaching and learning plan.
 - The exception will be the Foundation Stage (Prep–Year 2), where schools should report on only five curriculum areas: English, Mathematics, Health and Physical Education, The Arts and Personal and Social Capability.
 - This is in order to ensure that Vermont PS focuses on the core priorities in the Foundation Stage (Prep–Year 2): literacy, numeracy, physical movement and activity and health knowledge, engagement in The Arts and developing the capacity to manage themselves and to learn and manage social relationships in the social environment of the school.

- The school will assess the achievements of students with disabilities in the context of the student's personal goals, teaching and learning strategies and Victorian Curriculum where possible. Program Support Groups will help develop Individual Education plans and report to these learning goals twice a year (refer to PSD Policy)
 - Students for whom English is an additional language will have their progress in English reported against the EAL Continuum Curriculum (see the EAL Policy)
 - Vermont PS will provide all required performance data to DET and the community via the school's annual report, which will include a School Performance Summary.
- Parent Teacher and Student Meetings
 - The school will conduct one Getting to Know You Meetings early in term 1 to share information about how the student has settled into the school year.
 - Prior to the distribution of half yearly reports a 3 Way Parent Student Teacher will be conducted where assessed student work samples are shared and learning goals discussed.
- NAPLAN
 - Parents/carers of students who have participated in NAPLAN (years 3 and 5) will receive a written report from DET and distributed by Vermont PS
 - NAPLAN results will be uploaded to Sentral
- Informal reporting to parents will be provided through interviews (as needed or requested), diary comments and telephone conversations. Dialogue between parents will be encouraged at all times

Reporting to the local community (annual reports) and Reporting systemic improvement (national reports)

Vermont PS will provide all required performance data to DET and the community via:

- The school's annual report, which will include a School Performance Summary.
- The AIP, including a 6-month annual review.
- The Strategic Plan, reviewed every 4 years.
- Uploading yearly Student Academic results to the DET through Cases and Sentral.

Evaluation

The Curriculum Leaders and Executive Team will review the effectiveness of the school's Assessment and Reporting Policy on a cyclical basis in accordance with DET guidelines.