



# ASSESSMENT AND REPORTING POLICY

## Rationale:

**Assessment** is an ongoing process of gathering, analysing and interpreting evidence of student achievement, progress and reflecting on findings. Its focus is on what has been achieved as well as how it has been achieved. Assessment for improved 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 future learning goals.
- Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

**Reporting** is a process of communicating assessment information and its connection with students' learning against the Victorian Curriculum F-10 standards

## Purpose:

### **Assessment**

1. To encourage the pursuit of excellence, whilst allowing all students to celebrate and experience success.
2. To provide a diagnosis to guide future programs and curriculum.

### **Reporting**

3. To clearly communicate to school parents the achievement of students in the context of the course content and provide recommendations to assist future learning.
4. To develop cooperation and communication between parents, teachers and students concerning the student's progress.
5. To provide information to the Department of Education and Training and the school community via the Annual Report, on student outcomes.

## Guidelines for Implementation:

### **Assessment**

1. Make sure that there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program.
2. Assess student performance against the Victorian Curriculum F-10 achievement standards. English as an Additional Language (EAL) students must be assessed against the standards of the EAL.
3. Formally record assessment information for every student.
4. Monitor student performance and make sure teachers, parent/carer and student have access to this information.
5. Teachers will use a variety of strategies and techniques for gathering information on progress, as evidence in the English and Maths Assessment Grids. These may include: running records, English and Mathematics Profiles, anecdotal notes, observations, work samples, teaching program, checklists, diaries and diagnostic and placement tests.
6. Assessment will assist in the diagnosis of the student's strengths and weaknesses.
7. Teachers will focus on what has been achieved and how student performance can be improved.
8. Individual Education Plans will be implemented and monitored to cater for students' learning needs.
9. Assessment will provide students with the opportunity for setting achievable goals and the opportunity for self-evaluation.
10. Teachers will develop clear, progressively achievable goals within each curriculum program.
11. Student self-evaluation is an integral part of the annual assessment process and a component of half-year and end of year reports.
12. Assessment will enable teachers to plan further experiences and activities for the student.
13. Teachers will develop units of work that cater for the range of student learning within their classroom.

14. Assessment will mirror good teaching practice
15. It will be used to determine preferred learning styles for students.
  - A range of thinking strategies and tools used to assist in monitoring student progress will be employed.
  - Teacher observations and knowledge of students will assist.

### **Reporting**

1. Formally report student achievement and progress against the Victorian Curriculum F-10 achievement standards to parents/carers at least twice per school year for each student enrolled at the school. The report must be a written report (print or digital), be in an accessible form and easy for parents/carers to understand.  
During term two an associated Student-led Conference will be conducted.
2. Initial informational contact with parents will be arranged early during Term One. Ongoing contact will take the form of parent information nights, goal-setting interviews, Individual Education Plans and Program Support Plans.
3. Additional interviews will be conducted at the request of parents and/or teachers
4. Professional Learning Teams will communicate with parents through a variety of means.
5. Reports will indicate student achievement against the Victorian Essential Learning Standards, strengths and weaknesses and recommendations for future learning.
6. The National Assessment Plan (NAPLAN) will be carried out in the school.
7. Results will be communicated individually to parents.
8. Results will be reported at School Council level.
9. Student achievement records will be included in the Annual Report according to Department of Education requirements.
10. ENPS will upload their student achievement data via CASES 21 twice early – by June 30 and 31 December each year.

### **Resources:**

- Victorian Curriculum and Assessment Authority (VCAA) - Victorian Curriculum F-10
- Office of Review, Assessing Student Progress. Quality Assurance in Victorian Schools, Office of Review, Education Victoria.
- <https://www2.education.vic.gov.au/pal>