

## RATIONALE

Schools undertake a range of student assessment and reporting activities to inform and support student learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes.

All Victorian government schools are required to report on student achievement against the Victorian Curriculum for every student at least twice a year using common sense student reports. The reports are written in plain English, giving parents a clearer picture of their child's progress and achievement against clearly defined learning standards.

## AIMS

- To improve student learning by accurately determining current performance as well as areas of future need and development.
- To assess school and student performance accurately and comprehensively against state-wide standards.
- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs

## IMPLEMENTATION

### Assessment

- Schools are responsible for accurately assessing and reporting student achievement against state-wide standards detailed within the Victorian Curriculum
- Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
- The school will establish a whole-school assessment schedule for teachers which will include a variety of assessment strategies, including online and On Demand assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in statewide standardised testing processes such as NAPLAN and school entry assessment tests.
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- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the eight Learning Areas and four General Capabilities
- Staff will participate in moderation professional development involving curriculum maps and annotated work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum standards across the school.
- Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- Item analysis of NAPLAN results will focus both individual and cohort future learning.
- The school will assess the achievements of students with disabilities in the context of the Victorian Curriculum. Student Support Groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language will have their progress in English reported against the EAL continuum

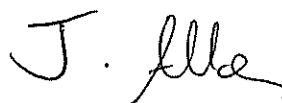
## Reporting

Victorian schools have the flexibility to determine the timing, frequency and format of reports in partnership with students, parents and the local community. A single common report format is no longer mandated.

- Teachers will make informed, on-balance judgements against the Victorian Curriculum  
Barton Primary School will follow the Reporting Guidelines  
<http://www.education.vic.gov.au/school/teachers/support/Pages/studentreports.aspx>  
as set by the Department, including reporting on student achievement at least twice per year
- Student reports will be issued to parents and carers using the Victorian Curriculum continuum to show student progress and achievement at the time of reporting
- In specific instances of individual students, as determined by the school in partnerships with parents, there may be a case for not reporting on the Victorian Curriculum continuum eg) students on the PSD funded under the Intellectual Disability category
- Parents will be offered the opportunity to participate in student-parent-teacher conferences to discuss their child's progress
- Reports will be clear, individualised and provide accurate information on student learning progress
- Reports will clearly identify the areas of strength and areas for improvement for each individual student

## APPROVED:

Ratified by School Council: on 13<sup>th</sup> December 2017



## EVALUATION

- This policy will be reviewed every two years as part of the school's three-year review cycle