



ASSESSMENT & REPORTING POLICY

RATIONALE

All forms of assessment and reporting used promotes a positive attitude towards learning, encourages the pursuit of excellence, and contributes to the success of all students. Reporting to students and parents will clearly communicate the achievements of students, and will provide recommendations which assist the student's future learning. Gardenvale Primary School's assessment and reporting practices will be based on co-operation, open communication and collaborative decision making involving students, teachers and parents.

AIMS

- To develop a sense of partnership in learning among parents, teachers and students.
- To provide diagnostic information to students, parents and teachers.
- To provide information about levels of achievement to students, parents and teachers.
- To enable students, parents and teachers to ascertain students' progress in learning.
- To provide feedback that allows students to confirm what they have learned and focus on areas where improvement is required.
- To support teachers to plan for teaching and differentiate the curriculum to meet the educational needs of all students.
- Students for whom English is an Additional Language (EAL), will have their progress in English reported against EAL companion to the Victorian Curriculum.

GUIDELINES

- The school will ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance.
- Assessment and reporting information about all student achievement will be guided by **the Victorian Curriculum** documents.
- A variety of assessment strategies will be utilised over time to provide accurate records. Assessment will require 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 on teacher feedback alongside student self- assessment, reflection and goal setting.
- A whole school assessment schedule is established. This schedule includes a variety of assessment types including on-line assessment tools providing multiple sources of information about student achievement and a time frame for each grade level to undertake particular assessments.
- The assessment results will be recorded using the GradeXpert assessment software package to allow monitoring of learning over time and for benchmarking. This core assessment data on each child will be updated each semester and used by the receiving teacher to aid future planning. Other programs such as Essential Assessment and Accelerated Reader will also be used.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum.
- Teachers will participate in moderation professional development involving assessment maps and annotated work samples so that they can apply consistent judgements of student progress against Victorian Curriculum standards across the school.
- Teachers will develop individual Learning Improvement Plans for students in consultation with students, parents and where appropriate, with others with specific expertise.

- Student Report documents will be generated using Compass, and will include:
 - assessments against state-wide academic standards
 - an indication of strengths and areas requiring additional assistance
 - attitude to learning, participation and social skills.
- Assessment and reporting practices will take account of diversity e.g. gender perspective, Koorie, students at risk, gifted students, EAL learners, and students with disabilities and impairments.
- A minimum of two written **reports** with **the offer of interviews** being provided twice a year for parents.
- Aggregate data for Numeracy and Literacy devolved from the variety of assessment strategies will be provided for the Annual Report.
- The **National Assessment Program - Literacy and Numeracy (NAPLAN)** will provide parents and teachers of participating students with reports in the relevant Australian Curriculum learning areas in both Years 3 and 5.

RELATED POLICIES AND RESOURCES

Victorian Curriculum F-10 – Curriculum Planning and Reporting Guidelines

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2022
Approved by	Staff, Principal
Next scheduled review date	May 2025