



Assessment and Reporting Policy

Rationale:

Accurate and comprehensive reporting 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.

Aims:

- To report 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.

Implementation:

- Schools are responsible for reporting on student achievement to students, to parents, other teachers and schools. School Council will receive assessment information through the Annual Report. This school reports against the Victorian Curriculum.
- Each year our school will provide parents with at least two written reports on student achievement, indicating progress against Victorian Curriculum in all key learning areas. Upon request, translations of these reports into other languages can be provided.
- Written reports will include a summary of the curriculum and assessment program for the student's class, achievement in relation to the Victorian Curriculum, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies. Areas beyond the curriculum, including attitude, participation, extra-curricular activities, social skills, and a student self-assessment will also be included.
- **Semester One reports:** Teachers will complete a full Semester 1 Report (COMPASS) when the student commences school prior to Week 6 of Term 1. If a student arrives after this time, they will receive a summary which will be provided by the class teacher to inform parents of the student's transition.
- **Semester Two reports:** Teachers will complete a full Semester 2 Report (COMPASS) unless the student exits prior to Week 7 of Term 3. These students will receive a summary which will be provided by the class teacher to inform parents of the student's progress to date.
- **Reporting on EAL-D students:** Teachers will assess student achievement using the **Victorian Curriculum F-10 EAL Reporting Tool**. The tool enables teachers of EAL students in mainstream education settings to identify a student's current level of English language proficiency. It is the responsibility of the classroom teacher in conjunction with the EAL Specialist, to determine (with evidence) when a student has progressed sufficiently enough to be assessed against the achievement standards of the **Victorian Curriculum F-10**.

References:

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealreport.aspx>

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealresources.aspx>

- **Reporting on students on the Program for Students with Disability Management Systems (PSDMS)** - The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum A-D or F-10. Student Support Groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be reviewed and reported by the Student Support Group.
- We will provide two formal Parent/Teacher Meetings per year – an introductory meeting early in Term 1 and one Student-Led Conference after the mid-year reports are distributed. Where necessary, interpreters will be provided. Parents have the opportunity to request a third meeting after the distribution of end of year reports.
- Our school will progressively develop Learning Improvement Plans for individual students in consultation with parents and, where appropriate, with other Para-professionals.
- We will participate in the National Assessment Program Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on students’ progress in relation to the Victorian Curriculum levels.
- We will provide advice to parents on the Victorian Curriculum, the school’s report format, and NAPLAN.
- The school will provide all required performance data to DET and the community by means of an annual report, as well as an Executive Summary of performance data to all families.
- The Principal will report progress to School Council as required.

Evaluation:

This policy will be reviewed as part of the school’s three-year review cycle, or at any time that DET policy changes influence reporting practices in schools.

This policy was last ratified by School Council on June 11th 2020



Glossary of terms

DET:	Department of Education and Training.
Mid-Entry student:	A student who enters school after the cohort has commenced the first day.
Mid-Exit student:	A student who exits school before the year has completed.
COMPASS:	School Management system
EAL-D:	English as an A dditional L anguage or D ialect.
Continuum:	Is a measure of student progress according to outcomes (per Victorian Curriculum).
NAPLAN:	N ational A ssessment P rogram L iteracy and N umeracy.

References:

- <https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealreport.aspx>
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