Assessment & Reporting Policy

Rationale:

Accurate and comprehensive Assessment and Reporting of school and student performance aids in establishing open communication, helps to improve student learning and assists in establishing the future direction of learning. In addition it helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims:

- To assess and then report on school and student performance, both accurately and comprehensively.
- To improve student learning by accurately determining areas of current exemplary performance, as well as areas of future need.
- To implement assessment and reporting processes within the school.

Implementation:

- Kerrimuir Primary School is responsible for reporting on student achievement to the Department of Education and Early Childhood Development (DEECD), the students, the parents, other teachers and to the School Council through the Annual Report.
- Kerrimuir Primary School is responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Teachers will use assessment data to identify future teaching and learning directions in order to improve student outcomes.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the AusVELS levels.
- Teachers will include a variety of assessment strategies in teaching programs in order to provide multiple sources of information about student achievement. These may include tests, assignments, projects, portfolios, performance observations, discussions, anecdotal evidence and involvement in state-wide standardised testing processes such as NAPLAN, English Online, VCAA online assessment (On Demand) and added assessments according to the Assessment Schedule of the school and DEECD.
- Kerrimuir Primary School teachers will develop Individual Learning Plans for students performing above and below expected levels of achievement, ESL students and students with disability funding. Plans will be developed in consultation with students, parents and, where appropriate, with others with specific expertise.
- In accordance with government requirements Kerrimuir Primary School teachers will provide parents with two written reports each year on student achievement, indicating progress against VELS levels in all key-learning areas. Where necessary translations into other languages will be provided.
- Written report formats will reflect the current DEECD guidelines and will include students’ academic and social achievement, suggested areas for further improvement and support/extension strategies.
- Two parent/teacher/ interviews will be offered each year. Parents may request additional meetings with teachers as necessary throughout the year. Where necessary and available interpreters will be provided.
- Teachers will implement the Kerrimuir Primary School Assessment Schedule.

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- Teachers will work together to moderate student work to ensure consistent judgements are made across the school as and when necessary.
- Staff will undertake relevant Professional learning to assist in making consistent judgements across the school as and where necessary.
- Teachers will develop achievable learning goals with students, and when achieved, a new goal will be developed using assessments made and the child’s age and developmental stage.
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Students in Grades 3 and 5 will participate annually in the state wide Literacy and Numeracy assessments (NAPLAN) so as to gain information for staff, parents and students on students’ progress in relation to the AusVELS levels.
- In-services will be provided for parents on AusVELS assessment, and the NAPLAN if requested/required.
- The school will assess the achievements of students with disabilities and impairments in the context of AusVELS. Program 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 assessed and reported by the Program Support Group.
- Students for whom English is a Second Language will have their progress in English assessed in relation to the stages of the ESL Companion to the English AusVELS.
- The school will provide all required performance data to DEECD and the community by means of the School Council’s annual report, as well as an Executive Summary of performance data to all families. The principal will report progress to School Council on an annual basis.

Evaluation:

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

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