



Assessment and Reporting Policy

(Ratified by School Council: November 2014)

1. **PURPOSE:**

Assessment and Reporting is an integral part of teaching and learning. As a high-performing school, Glen Waverley Primary School conducts assessment and reporting that is timely, evidence based and taken from multiple sources.

The 'Principles of Learning and Teaching (PoLT)' developed by the Department of Education and Early Childhood Development (DEECD) outline effective assessment as:

"Assessment contributes to planning at a number of levels. Monitoring of student learning is continuous and encompasses a variety of aspects of understanding and practice. Assessment criteria are explicit and feedback is designed to support students' further learning and encourage them to monitor and take responsibility for their own learning."

(http://www.education.vic.gov.au/school/teachers/support/Pages/unpacked12.aspx#anchor_five)

2. **GUIDELINES:**

2.1- Assessment and Reporting practices of the School are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.

2.2- Formal written reports are provided to students and their families on a whole-school basis at the conclusion of each semester.

2.3- Reporting on student progress shall be constructive, positive and informative with an emphasis on the student building upon developing their skills, abilities and attitude to learning.

2.4- Pre and post testing is supported by ongoing assessment throughout a unit of teaching and learning; both *summative assessment* (evidence gathered at the conclusion of a unit) and *formative assessment* (evidence gathered throughout the unit).

2.5- Students will receive frequent, constructive feedback that supports further learning.

2.6- The teacher will make assessment criteria explicit, and where possible provide input from the students.

2.7- Assessment practices of the school encourage reflection and facilitate opportunities for self-reflection.

2.8- The teacher uses evidence from assessment to inform planning, teaching and further learning.

2.9- All students are assessed against a combination of the Australian Curriculum and the Victorian Essential Learning Standards, referred to in combination as AusVELS.

2.10- Students with additional learning needs, such as those students funded under the Program for Students with Disabilities (PSD) will receive assessment and reporting which is judged against their

Individualised Learning Plan (ILP). At the conclusion of each semester these students will receive a Narrative Report.

2.11- The families of students on the PSD will be provided with the opportunity to attend a Student Support Group (SSG) Meeting each term. A handover meeting will also be held at the conclusion of each year.

2.12- Students who are performing at least 6 months behind the expected standard will be provided with an ILP. An SSG Meeting will be held with the student's family to determine personalised learning goals and appropriate levels of learning support required for the particular student.

2.13- In accordance with DEECD Guidelines, The National Assessment Program- Literacy and Numeracy (NAPLAN) will be administered annually to students in Years 3 and Year 5.

3. IMPLEMENTATION:

3.1- Student Files and Records

Each student has a 'Student File' in which relevant assessment and reporting documentation is placed. This file contains documented evidence of the student's learning whilst a member of the school community. All 'Student Files' are to be archived in accordance with DEECD Guidelines and the Public Record Office of Victoria (PROV). These guidelines surrounding these records are based upon the life-spans that are determined by standards issued under the 'Public Records Act 1973'.

Reference:

DEECD Records and Information Management:

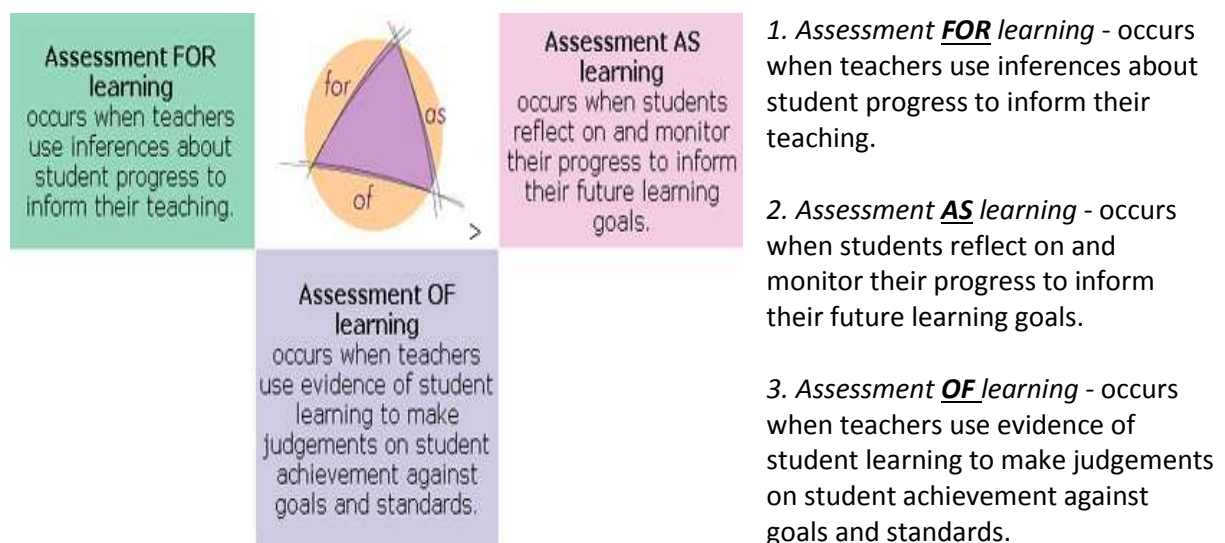
<http://www.education.vic.gov.au/school/principals/management/Pages/records.aspx>

DEECD Records and Archives Management

<http://www.education.vic.gov.au/school/principals/spag/governance/pages/archives.aspx>

3.2- The Assessment Process

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes, being:



(Ref: <http://www.education.vic.gov.au/school/teachers/support/pages/advice.aspx>)

3.3- Parent Teacher Interviews and End of Semester Reports

In addition to documented 'End of Semester' reports, families are offered two formal opportunities to meet with their child's teacher:

1- A 'Getting to Know You' meeting early in Term One; at which the child's preferred learning styles, areas of strengths and scope for improvement are discussed and documented.

2- A mid-year 'Student Led Conference' at the end of Term Two; at which the student presents a portfolio of their work and reflects upon their learning in an open discussion with their family and the teacher. The family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child's 'End of Semester Report'.

In addition to the above-mentioned formal meetings, teachers are available to meet with families as required throughout the year.

At the end of the year, an 'End of Semester' written report and a 'Student Portfolio' are provided to the family. A copy of this report is then filed in the 'Student File' along with selected pieces of assessment. The Student File is then passed on to the teacher for the following year.

3.4- Student Tracking Database

The School utilises an electronic student assessment tracking, analysis and reporting tool known as GradeXpert. (ref: <http://www.gradexpert.com.au/>) which is used to track all student growth and has the capacity to produce detailed reports which can be broken down into domains, standards, student cohorts and individualised growth.

In addition to tracking student assessment and reporting, GradeXpert is utilised to track students' welfare and wellbeing.

3.5- Assessment and Reporting SSP Team

The Assessment and Reporting Committee will be formed each year, known as the "Assessment and Reporting School Strategic Plan (SSP) Team". It will consist of at least five members of teaching staff, ranging from Foundation to Year 6 and include a member of the Specialist Subject Teaching Team. The Team Leader may also be a member of the School Executive Team. The Assessment and Reporting SSP Team will meet on a regular basis to discuss curriculum matters and monitor progress against goals outlined in the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP).

3.6- Assessment and Reporting Timeline

Each year the Assessment and Reporting Team will consult with staff to assure that the 'Assessment and Reporting Timeline' is relevant, up to date and meets the current teaching and learning needs of the School.

As part of the Assessment and Reporting Timeline, at least two sessions of whole-school moderation will occur each year in the domains of English and Mathematics.

RELATED LEGISLATION:

'Public Records Act 1973'.

[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt3.nsf/DDE300B846EED9C7CA257616000A3571/BD40624FF1104271CA257761002AAA5C/\\$FILE/73-8418a035.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt3.nsf/DDE300B846EED9C7CA257616000A3571/BD40624FF1104271CA257761002AAA5C/$FILE/73-8418a035.pdf)

DEECD PoLT and Assessment Advice

<http://www.education.vic.gov.au/school/teachers/support/pages/advice.aspx>

DEECD Records and Information Management:

<http://www.education.vic.gov.au/school/principals/management/Pages/records.aspx>

DEECD Records and Archives Management

<http://www.education.vic.gov.au/school/principals/spag/governance/pages/archives.aspx>

General Retention & Disposal Authority for School Records

<http://prov.vic.gov.au/wp-content/uploads/2011/05/PROS01-01SchoolsVar3-WebVersion20110121.pdf>

Australian Curriculum and Victorian Essential Learning Standards (AusVELS)

<http://ausvels.vcaa.vic.edu.au/>

Department of Education and Early Childhood Development (DEECD)

<http://www.education.vic.gov.au/Pages/sitemap.aspx>

Victorian Curriculum and assessment Authority (VCAA)

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

<http://www.education.vic.gov.au/Pages/sitemap.aspx> (AusVELS)

Australian Curriculum and Assessment and Reporting Authority (ACARA)

<http://www.acara.edu.au/default.asp>

Council of International Schools (CIS)

<http://www.cois.org/>

RELATED POLICIES:

Curriculum Policy

POLICY EVALUATION:

Evaluation will be conducted every two years by the Assessment and Reporting SSP Team.

DUE DATE FOR REVIEW:

Due for review in November 2016.