ASSESSMENT AND REPORTING POLICY

PURPOSE
Assessment and Reporting are integral to the planning of curriculum. The school’s assessment practices are based on collaborative decision-making involving students, parents and teachers. It is the policy of this school that the forms of assessment and reporting should:

- Promote a positive attitude towards learning
- Encourage the pursuit of excellence
- Contribute to the access and success of all students
- Provide an accurate assessment of the child’s progress to parents.
- Provide a basis for program evaluation and continuing curriculum improvements
- Inform teachers of areas where additional assistance or extension is needed.

IMPLEMENTATION GUIDELINES

Assessment and Reporting:

- Will be in accordance with Department of Education and Training (DE&T) guidelines and based on the Victorian Essential Learning Standards (VELS).
- Should reflect the total development of the student.
- Should encourage students to reach achievable goals.
- Should be appropriate to suit the variety of learning styles and situations.
- Will develop and maintain a cumulative record for each student.
- Will assist in the diagnosis of student strengths and weaknesses.
- Will work towards providing students with the opportunity to participate in the setting and assessment of individual goals.
- Will involve the use of a variety of assessment tools to measure student progress which will vary across the curriculum areas and levels within the school. They may include- prep entry assessment, early years numeracy interview, diagnostic tests, running records, observation surveys, teacher checklists, anecdotal notes, annotated work samples, student self evaluation or peer evaluation.

The reporting cycle shall consist of:

- An information evening at the beginning of each year to provide parents with insights into programs planned for each year level.
- A series of moderation sessions prior to the beginning of the evaluation and reporting process.
- Two Family Teacher Meetings scheduled for each year - at the beginning of the year and mid-year.
- Additional interviews being arranged at the request of either parent or teacher at a mutually suitable time.
- Quick Vic software package reports (DE&T) distributed to parents twice yearly.
- Individual Learning Improvement Plans (ILIPs) for students who are on the Disabilities and Impairments Program (D&I) and other students as required.

The school has the responsibility:
• To ensure that parents are fully aware of the assessment and reporting process.
• To develop progressive, achievable goals for assessment within the curriculum.

**Classroom teachers have the responsibility:**

• To ensure that students have a clear understanding of a unit and its goals including: what and how much work they will be required to do, the quality of the work and by when that work should be completed.
• To ensure that regular moderation takes place to ensure that assessment across the school and its various levels is consistent.
• To ensure that assessment tools are used to inform planning and development of curriculum and to guide individual’s progress, rather than grading, ranking or comparing students.
• To develop and implement, ILIPs for students on the D&I program as well as selected students requiring extra assistance or extension.
• To maintain and review student cumulative files.

**EVALUATION**

The principal, staff and school community will undertake evaluation of the policy and program.

**REVIEWED – 14 November, 2006**