

Assessment and Reporting Policy

Purpose

At Coral Park Primary School we undertake a range of student assessment and reporting activities to support student learning.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments 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:

- Assessment **for** learning - occurs when teachers use inferences about student progress to inform their teaching.
- Assessment **as** learning - occurs when students reflect on and monitor their progress to inform their future learning goals.
- Assessment **of** learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

Comprehensive reporting covers three major areas:

- Reporting to parents (e.g. Student reports)
- Reporting to the local community (e.g. Annual reports)
- Reporting systemic improvement (e.g. National reports).

Purpose

To ensure:

- Coral Park Primary School's assessment and reporting practices are compliant with Department of Education and Training (DET) policies and procedures.
- Teachers use a range of assessment strategies to support and assess student learning.
- Teachers use assessment to inform planning for student needs.
- Parents have an understanding of their role in the assessment and reporting process.
- Students have a voice in the assessment and reporting process.

Implementation

- The Principal has the overall responsibility of implementing the assessment and reporting policy at the school.
- The Principal will delegate the role of assessment and reporting to a member of staff as part of their role statement.
- The school will assess students using the Victorian Curriculum standards.
- The school will keep an up to date assessment schedule focusing on literacy and numeracy. It will be updated and reviewed yearly. It will include a mixture of:
 - Mandated DET assessments (e.g. NAPLAN, English Online Interview)
 - Standardised tests/assessments (e.g. On Demand/Fountas and Pinnell/Reading records)
 - Other assessment tasks deemed important by teachers (pre & post-tests, exit slips, work samples, anecdotal notes)
- Assessment results will be kept in a range of forms in the school. (e.g. hard copy, recorded on Sentral, whole school data spreadsheets)

- Any changes to assessment and reporting procedures and guidelines will be communicated to the school community and parents given an opportunity to voice their opinion as necessary.
- Individual learning plans (ILP's) will be developed for students who are achieving 12 months above or below the expected level. These will include individual goals to support the student's learning. They will be discussed with parents and a copy sent home.
- Individual learning plans will be developed for all students on the PSD Program and reviewed each term. This meeting will include the teacher, parent and PSD Coordinator. These will replace other interviews.
- Individual learning plans will be developed for all students on the International Student Program, in Out-of-Home Care, with English as an additional language background (EAL) or if they are of Indigenous or Torres Strait Islander background and reviewed each semester. This meeting will include the teacher, parent and additional support person if required (e.g., case worker). These will replace other interviews.
- Student files will be kept and maintained by classroom teachers. They will include a copy of assessment information which will be passed to the next teacher throughout a student's education at the school.
- Student reports for parents are produced twice yearly to:
 - Provide parents with a clear picture of their child's progress and how they compare to others within the school and state.
 - Report student achievement against Victorian Curriculum achievement standards in Foundation to Year 6.
 - Report student progress against an individual learning plan for students on the PSD Program.
 - Provide future learning goals for students to work towards.
 - Update parents on student progress using the Sentral Continuum Tracker
- Student reports will meet the requirements made by DET.
- Parent teacher communication meetings will be offered at least twice yearly so that parents, teachers and students can discuss learning and collaboratively set goals for future learning. These will take a variety of forms (e.g. parent information nights, formal parent/teacher interviews, student led conferences including sharing of portfolios)
- Students on the PSD Program will have a parent (Student- if applicable) support group (PSG) meeting each term. This meeting will include the teacher, parent and PSD Coordinator.
- The school will ensure that parents are notified about parent teacher meetings in writing (e.g. school newsletter / notices / website / Sentral communication) offering a range of options for interviews (e.g. times, telephone interviews, interpreters if needed). Reminders of interview days will be placed in the school newsletter and on the school website.
- The school will produce an annual report for the school community using the DET template. It will be available on the school website as well as the school's annual implementation plan (AIP) and strategic plan.

Evaluation

This policy will be reviewed as part of the school's 3 year cycle or as needed to comply with DET policy changes.

A range of data and reports will be used to evaluate this policy including:

- Teacher judgement against the Victorian Curriculum standards
- NAPLAN achievement data
- Annual Report
- Victorian Government Schools Performance Summary
- Student Attitudes to School Survey data

For more information on resources see;

<http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>

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

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

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

Ratification

This policy was presented to School Council at the meeting held 25th March 2020