

1. Rationale:

Accurate and comprehensive reporting of school and student performance aids in establishing open communication. In addition, it helps to improve student learning, assists in establishing future direction, and helps to identify achievements and areas for improvement/future needs.

2. Aims:

- To report school and student performance accurately and comprehensively against state wide standards.
- To improve student learning by accurately determining areas for improvement/future need, as well as achievements.
- To develop students' capacity to reflect on their learning and set future learning goals.

3. Implementation:

- 3.1 Schools are responsible for reporting student achievement to students, parents, staff and the School Council. The school provides all required performance data to DEECD and the community by means of an annual report.
- 3.2 Each year our school provides parents with at least two written reports on student achievement, indicating progress against AusVELS standards in all key learning areas.
- 3.3 Teacher judgements included in student reports are based on evidence and teachers' shared understanding of AusVELS standards. Triangulation of data through moderation, Common Assessment Tasks, and other diagnostic testing are taken into consideration to determine an accurate AusVELS score.
- 3.4 Our school provides parents with two formal conference opportunities throughout the year with the classroom teacher. Meet and Greet sessions occur in Term 1 and Three Way Conferences follow Semester 1 reports.
- 3.5 Individualised Learning Improvement Plans are developed for all students as deemed necessary. Plans are developed in consultation with parents, students and teachers. Individual Learning goals are evaluated at the end of a given period and signed off by all parties involved. Individualised Learning Improvement Plans become part of the student's ongoing assessment profile.
- 3.6 Students on the Program for Students with Disabilities are offered four student support group meetings per year. Program Support Groups help develop individual student profiles containing individual learning goals in key learning areas.
- 3.7 Students for whom English is a second language have their progress in English assessed against the stages of the EAL Companion to English AusVELS.
- 3.8 Students in Year 3 and Year 5 participate in the National Assessment Program Literacy and Numeracy (NAPLAN) and parents will receive a written report.
- 3.9 The assessment and reporting and data analysis process occurs systematically according to a yearly schedule. Data is used by staff to determine student needs, guide teaching and learning programs and track improvement in student outcomes.
- 3.10 The school uses a coordinated record keeping system and analysis software tool to provide accurate records of observations, results and reflections.
- 3.11 Samples of work are collected each term and shared with parents in the form of a portfolio to provide evidence of student learning.

4. Evaluation:

- This policy will be reviewed as part of the school's ongoing policy and process review cycle.

References and Related Documents:

- *DEECD Assessment and Reporting guidelines available at <http://www.education.vic.gov.au/school/teachers/support/Pages/assessment.aspx>*
- *Assessment and Reporting and Data Analysis Schedule – S Drive, Assessment and Reporting*

This policy was ratified by School Council in September 2014