

Assessment and Reporting Policy

Background

At Huntingdale 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:

- Huntingdale 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.
- Parents have an understanding of their role in the assessment and reporting process.
- Students have a voice in the assessment and reporting process.
- Maintain the DET values of leadership, respect, responsiveness, human rights, integrity, impartiality and accountability.

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.
- The school will keep an up to date Assessment Schedule focusing on literacy and numeracy. It will be updated and reviewed. It will include a mixture of:
 - Mandated DET assessments (e.g. NAPLAN, Foundation School Entry Assessments)
 - Standardised tests/assessments (e.g. Fountas and Pinnell, Essential Assessments)



- Other assessment tasks deemed important by teachers
- Assessment results will be kept in a range of forms in the school. (e.g. hard copy, recorded on GradeXpert)
- 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 Education Plans (IEP’s) may be developed for students who are achieving below or above the expected level. These will include school and home activities to support the student’s learning. They will be discussed with parents and a copy sent home.
- Individual Education 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.
- Student Learning Folders and/or See Saw APP will be completed by students each semester and form a major part of the assessment and reporting process.
- Student files will be kept and maintained by classroom teachers. They will include a copy of student reports and assessment information which will be passed to the next teacher throughout a student’s education at the school.
- Student report cards for parents are produced twice yearly to:
 - Provide parents with a clear picture of their child’s progress
 - Report student achievement against the Victorian Curriculum in Foundation to Year 6.
 - Report student progress against an individual education plan for students on the PSD Program.
 - Report student progress in the Japanese Immersion Program
 - Report student progress in English as an Additional Language (EAL)
- Student report cards 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 sharing of learning folders)
- Students on the PSD Program will have a Parent (Student- if applicable) Support Group 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 (e.g. Flexi Buzz) 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 Flexi Buzz.
- 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

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

- Victorian Curriculum student achievement data
- NAPLAN achievement data
- Annual Report
- Victorian Government Schools Performance Summary and Panorama Reports

Document Status

Reviewed	School Council Ratification	Next Review
July 2018	14 th August 2018.	14 th August 2021