



Assessment & Reporting



RATIONALE

Accurate and comprehensive assessment and reporting of school and student performance against state-wide standards aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

PURPOSE

Laurimar Primary School recognises that strong assessment practices play a vital role in improving student outcomes, and in particular, in measuring the success of teaching practices and whole school approaches.

Laurimar Primary School recognises that the assessment cycle encompasses: a) pre-assessment, b) formative assessment and c) summative assessment.

a. Pre-assessment practices play an important role in determining what students know and can do, and therefore, what they are ready to learn next. Pre-assessment is critical for ensuring that students are given tasks that are at their Zone of Proximal Development (Vygotsky); in other words, ensuring that teaching is neither repeating well established skills and knowledge, nor at a level far beyond what students can cope with. Teaching should build on what students know and can do, and should introduce new ideas and skills at a level that students are ready to learn.

b. Formative assessment practices occur mainly within the classroom and are a form of monitoring student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Formative assessment helps students to identify strengths and weaknesses and target areas that need work. It helps teachers to recognise areas of need and address misconceptions.

c. Summative assessment is for evaluating student learning at the end of an instructional unit or period by comparing it against standards such as Vic Curriculum. In addition, it contributes to the next cycle's pre-assessment data. It helps to determine whole school targets and future planning, to identify at-risk students, and to inform parents of their student's achievements.

Laurimar Primary School recognises that consistent and fair assessment relies on teachers having a strong knowledge of the curriculum and its progressions.

Laurimar Primary School recognises student self-assessment, including the setting, adapting and monitoring of goals, as an important process for improving student learning and developing intrinsic motivation to learn.

DEFINITION

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.



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Learning is defined as not only increasing knowledge or acquiring information, but as making sense or abstracting meaning by relating parts of the subject matter to each other and the real world and re-interpreting and integrating knowledge to understand reality in a different way.

MANAGEMENT GUIDELINE:

Inventory of Assessments

1.1 All assessment and reporting will be in accordance with DET guidelines and based on the Victorian Curriculum.

1.2 Formal reporting to parents will take place on a regular basis with:

- Parent Student Teacher Conferences usually held in term one to discuss student learning goals for Term 2.
- A written report at mid-year (using the prescribed DET reporting format and software).
- Student Led Conversation at mid-year to review learning goals, present new learning goals and share student portfolio tasks.
- A written report at the end of the school year.

1.3 Reporting will focus positively on students' progress, indicating what has been achieved during the semester. Student learning goals will outline areas identified by the classroom teacher and the student, as requiring focussed attention.

1.4 An Individual Education Plan will be provided for those students involved in Support programs and will suggest ways to overcome difficulties and improve performance, where applicable.

1.5 The student portfolio contains samples of best work, Rich Assessment Tasks (learning tasks that provide the classroom teacher with quality information about the strategies being used by the child to solve problems) and examples of work in progress. Portfolios will be sent home before mid-year conferences and at the end of the year.

1.6 Students will be involved in tasks outlined in the school's Assessment, Monitoring and Reporting Schedule as well as other classroom based monitoring tasks, including a variety of self-assessment and peer assessment activities.

1.7 When planning the Integrated Units the stated learning focuses and related standards will form the basis for reporting at both mid and end of year.

1.8 Parents will be able to make individual appointment times throughout the year for interviews, if necessary.

IMPLEMENTATION

Laurimar Primary School is responsible for reporting on student achievement to the



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Department of Education and Early Childhood Development (DEECD), the students, the parents, other teachers and to the school council through the annual report.

Laurimar Primary School is responsible for accurately assessing student achievement, as well as whole school performance areas.

In accordance with government requirements, each year Laurimar Primary School will provide parents with two written reports on student achievement and offer two parent teacher/conferences per year. Parents can request additional meetings with teachers as necessary throughout the year. Individual Student Portfolios will form an important part of the assessment and reporting process. These portfolios will be sent home with students twice a year.

Laurimar Primary School will develop Individual Learning Plans for students performing above and below expected levels of achievement. Plans will be developed in consultation with parents and where appropriate, with others with specific expertise.

The school's Data Interrogation Team (DIT) will collect, collate and analyse whole school data and provide this Professional Learning Team (PLT) Leaders. To be used at weekly Data meetings.

Assessments and the collection and analysis of data will be used by PLT Teams to identify future teaching and learning directions.

Teachers will implement the Laurimar Primary School Assessment Schedule.

Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. This will include a mix of summative, formative and ongoing assessments. These may include tests, assignments, projects, portfolios, observations, discussions, self and peer assessments, online interviews and involvement in state-wide standardised testing processes such as the National Assessment Program – Literacy and Numeracy (NAPLAN).

Staff will participate in whole school moderation sessions so that they can apply consistent judgements of students progress.

Students who participate in NAPLAN will receive a written report from DEECD.

Laurimar Primary School will provide an Annual Report consisting of School Performance Summary and Financial Performance and Position Statement.

Information will be provided for parents on curriculum and the school's reporting package through the newsletter and the school website.

FURTHER INFORMATION AND RESOURCES

REVIEW CYCLE

This policy was last updated in May 2021 and is scheduled for review in October May 2022. This policy will be reviewed as part of the school's annual review.