



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 pre-assessment, formative assessment and 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 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. It helps teachers to identify next steps for learning.

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, identify at-risk students, and inform parents of their child'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, is an important process for improving student learning and developing intrinsic motivation to learn.



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DEFINITION

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements of growth and achievement and plan future direction to achieve best possible student outcomes.

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 and three. The focus of these meetings is to discuss growth and current achievements, set goals for future learning and discuss how parents can assist with their child's learning at home.
- A written report at mid-year and a writing report at the end of the school year.
- A written report at the end of the school year. Written reports will show growth and achievement.

1.3 Reporting will focus positively on students' progress and achievement, 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 students who are on the program for Students with Disabilities, have a specific diagnosis, who are working more than twelve months below expected or working eighteen months above, any students in Out of Home Care and all indigenous students as determined by the teacher in partnership with their parents/carers.

1.5 The student portfolio contains samples of Assessment Tasks (learning tasks that provide the classroom teacher with quality information about the strategies being used by the child) and examples of work in progress. Portfolios will be sent home before with Term 2 and Term 4 reports.

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.



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1.7 Parents will be able to make individual appointment times throughout the year for interviews as and if required.

IMPLEMENTATION

Laurimar Primary School is responsible for reporting on student achievement to the Department of Training, students and their parents/guardians, school council and school community 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 growth and 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 per year.

Laurimar Primary School will develop an Individual Learning Plan 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 at DIT meetings. The Teaching & Learning Leaders will guide their teams to collect, collate and analyse their cohort data for 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 each student's progress.

Students who participate in NAPLAN will receive a written report from Dept of Education & Training. 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.



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FURTHER INFORMATION AND RESOURCES

REVIEW CYCLE

This policy was last updated in March 2022 and is scheduled for review in March 2023. This policy will be reviewed as part of the school's annual review.