



## Assessment and Reporting Policy

(Ratified by School Council: November 2020)

### **1. PURPOSE:**

Assessment and Reporting is an integral part of teaching and learning. As a high-performing, CIS school, Glen Waverley Primary School conducts assessment and reporting that is timely, evidence based and taken from multiple sources.

The 'Practice principles for excellence in teaching and learning' developed by the Department of Education and Training (DET), present a theory of action indicating that when multiple forms of assessment and feedback inform teaching and learning practices, student engagement and achievement are enhanced.

An explanation of rigorous assessment practices and feedback that inform teaching is presented as follows;

*'Professionals use assessments to better understand the presenting situation or problem, to identify starting points for action, to decide on appropriate evidence-based interventions, to monitor progress, and to evaluate the effectiveness of the decisions they make.'* - Geoff Masters, 2013

### **2. GUIDELINES:**

- 2.1- Assessment and Reporting practices of the School are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.
- 2.2- Formal written reports are provided to students and their families on a whole-school basis at the conclusion of each semester.
- 2.3- Reporting on student progress shall be constructive, positive and informative with an emphasis on student growth as they develop their skills, abilities and attitude to learning.
- 2.4- Formative and Summative testing is supported by ongoing qualitative and quantitative assessment throughout a unit of teaching and learning.
- 2.5- Students will receive frequent, constructive feedback that supports further learning.
- 2.6- The teacher will make learning intentions and success criteria explicit, and where possible include student voice and input.
- 2.7- Assessment practices of the school encourage self-reflection and facilitate individual goal setting when examining "Where to next?"
- 2.8- The teacher triangulates evidence from assessments and student learning samples to inform planning, teaching and further learning.



2.9- All students are assessed against the set of achievement standards set out in the eight learning areas and four capabilities of the Victorian Curriculum F-10, consistent with the whole school scope and sequence documentation.

2.9.1- Students for whom English is an additional language are assessed against standards of the Victorian Curriculum F-10 EAL standards.

2.10- Students with additional learning needs, such as those students funded under the Program for Students with Disabilities (PSD) will receive assessment and reporting which is judged against their Individualised Learning Plan (ILP). At the conclusion of each semester these students will receive a Narrative Report.

2.11- The families of students on the PSD will be provided with the opportunity to attend a Student Support Group (SSG) Meeting each term. A handover meeting will also be held at the conclusion of each year.

2.12- Students who are performing at least 6 months behind the expected standard will be provided with an ILP. Assessment and reporting which is judged against their Individualised Learning Plan (ILP) will be utilised to individualise end of Semester reports. An SSG Meeting will be held with the student's family to determine personalised learning goals and appropriate levels of learning support required to achieve these goals.

2.13- In accordance with DET Guidelines, The National Assessment Program- Literacy and Numeracy (NAPLAN) will be administered annually to students in Years 3 and Year 5.

2.14- In accordance with DET Guidelines, the English Online Interview will be administered to all new Prep students during the Term One assessment Period.

2.14.1 The 'Term One assessment period' is updated and communicated annually through the English Online Interview guidelines -

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/pages/default.aspx>

### **3. IMPLEMENTATION:**

#### ***3.1- Student Files and Records***

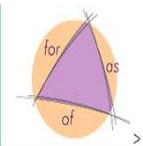
Each student has a 'Student File' in which relevant assessment and reporting documentation is placed in accordance with the GWPS Data Transition Guidelines. This file contains documented evidence of the student's learning which is passed on to the teacher for the following year.

All 'Student Files' are to be archived in accordance with DET Guidelines and the Public Record Office of Victoria (PROV). These guidelines surrounding these records are based upon the life-spans that are determined by standards issued under the 'Public Records Act 1973'.

#### ***3.2- The Assessment Process***

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes, being:



<p><b>Assessment FOR learning</b> occurs when teachers use inferences about student progress to inform their teaching.</p>	<p><b>Assessment AS learning</b> occurs when students reflect on and monitor their progress to inform their future learning goals.</p>	<p>1. <b>Assessment <i>FOR</i> learning</b> - occurs when teachers use inferences about student progress to inform their teaching.</p>
<p><b>Assessment OF learning</b> occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.</p>		<p>2. <b>Assessment <i>AS</i> learning</b> - occurs when students reflect on and monitor their progress to inform their future learning goals.</p>
		<p>3. <b>Assessment <i>OF</i> learning</b> - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.</p>

Reference:

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>

### 3.3- Parent Teacher Interviews and End of Semester Reports

In addition to documented 'End of Semester' reports, families are offered two formal opportunities to meet with their child's teacher:

- 1- A 'Getting to Know You' meeting early in Term One; at which the child's preferred learning styles, areas of strengths and scope for improvement are discussed and documented.
- 2- A mid-year 'Student Led Conference' at the end of Term Two; at which the student presents a portfolio of their work and reflects upon their learning in an open discussion with their family and the teacher. The family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child's 'End of Semester Report'.

In addition to the above-mentioned formal meetings, teachers are available to meet with families as required throughout the year.

At the end of the year, an 'End of Semester' written report and a 'Student Portfolio' are provided to the family via the student management program Compass. A copy of this report is then filed on the school server.



### **3.4- Student Tracking Database**

The School utilises an electronic student assessment tracking, analysis and reporting tool known as GradeXpert. (ref: <http://www.gradexpert.com.au/> ) which is used to track all student results and has the capacity to produce detailed reports which can be broken down into domains, standards, student cohorts and individualised growth.

In addition to tracking student assessment and reporting, GradeXpert is utilised to track students' welfare and wellbeing.

### **3.5- Assessment and Reporting SSP Team**

The Assessment and Reporting Committee will be formed each year, known as the 'Data Literacy Vertical Team'. It will consist of at least seven members of teaching staff, ranging from Foundation to Year 6 and include a member of the Specialist Subject Teaching Team. The Team Leader will be a member of the School Executive Team. The Data Literacy Team will meet on a regular basis to discuss curriculum matters and monitor progress against goals outlined in the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP).

### **3.6- Assessment and Reporting Timeline**

Each year the Assessment and Reporting Team will consult with staff to assure that the 'Assessment and Reporting Timeline' is relevant, up to date and meets the current teaching and learning needs of the School.

As part of the Assessment and Reporting Timeline, at least two sessions of whole-school moderation will occur each year in the domains of English and Mathematics.

### **RELATED LEGISLATION:**

'Public Records Act 1973'.

[http://www.legislation.vic.gov.au/Domino/Web\\_Notes/LDMS/LTObject\\_Store/LTObjSt3.nsf/DDE300B846EED9C7CA257616000A3571/BD40624FF1104271CA257761002AAA5C/\\$FILE/73-8418a035.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt3.nsf/DDE300B846EED9C7CA257616000A3571/BD40624FF1104271CA257761002AAA5C/$FILE/73-8418a035.pdf)

DET Practice principles for excellence in teaching and learning

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principleexcellence.aspx#link63>

DET Assessment in Principle

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-principle.aspx>

Records Management — School Records Policy

<https://www2.education.vic.gov.au/pal/records-management/policy>

DET Records and Archives Management

<http://www.education.vic.gov.au/school/principals/spag/governance/pages/archives.aspx>



English Online Interview Guidelines

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/pages/default.aspx>

Victorian Curriculum

[http://victoriancurriculum.vcaa.vic.edu.au/Victorian Curriculum F-10 EAL standards.](http://victoriancurriculum.vcaa.vic.edu.au/Victorian%20Curriculum%20F-10%20EAL%20standards)

Department of Education and Early Childhood Development (DET)

<https://www.education.vic.gov.au>

Victorian Curriculum and assessment Authority (VCAA)

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

Australian Curriculum and Assessment and Reporting Authority (ACARA)

<https://www.acara.edu.au/>

Council of International Schools (CIS)

<http://www.cois.org/>

**RELATED POLICIES:**

Curriculum Policy

**POLICY EVALUATION:**

Evaluation will be conducted every two years by the Data Literacy Vertical Team.

**DUE DATE FOR REVIEW:**

Due for review in November 2022.



# GLEN WAVERLEY PRIMARY SCHOOL