



HIGHVALE PRIMARY SCHOOL

Student Learning - Assessment & Reporting Policy

Ratified by School Council: March 2015

Review date: October 2018

Rationale:

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

- **Curriculum** defines *what* it is that students should learn, and the associated progression or continuum of learning.
- **Pedagogy** describes *how* students will be taught and supported to learn.
- **Assessment** identifies *how well* a student has (or has not) learnt specified content. It is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning.
- **Reporting** explains to the student, parent and teacher *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals.

Our school encourages and supports students to strive for excellence in all of their endeavours. Effective assessment and reporting is essential to inform, monitor and communicate student progress as informed by the age-related AusVELS expected level of achievement.

To achieve this, our school:

- Develops a collective understanding of effective assessment and reporting practices.
- Utilises contemporary summative and formative assessment practices which are used to inform, monitor and progress student learning.
- Maintains a comprehensive Whole School Assessment Schedule.
- Affords professional learning to support and maximise staff capacity and performance.
- Reports progress regularly to parents and carers.
- Encourages and provides opportunities for parents/carers to support and participate in the reporting and feedback process.

Aims:

To establish 21st century assessment and reporting practices which effectively inform, monitor, support and communicate student progress.

Implementation:

This policy is one of a suite of Student Learning policies reviewed annually by the Curriculum Team.

- Reporting student achievement at Highvale Primary School encompasses all government sector requirements for schools.

HPS: Policy 34- 2015

- The Principal has overall responsibility for the implementation of School assessment and reporting practices. Aspects of this role can be delegated to other staff members who will work in conjunction with the principal to maximise delivery.
- Assessment and reporting practices are reviewed in accordance with the Highvale PS Strategic Plan, Annual Implementation Plan and at the principal's discretion.
- Amendments to assessment and reporting practices must be research and evidence based.
- The Curriculum Team leads an informed, coordinated cyclical improvement process to evaluate, renew and embed whole school assessment and reporting practices:
 - Identification of Needs
 - Knowledge Building
 - Observe Models
 - Reflect upon and change practice
 - formative assessment
 - Evaluate and renew
- The Curriculum Team will seek input from relevant staff and the school community throughout the improvement process.
- Whole School assessment and reporting practices are documented for teaching staff by the Curriculum team in the 'HPS Assessment Schedule' and 'HPS Student Learning Overview'.
- All staff are supported to implement whole school assessment and reporting practices through the performance and development process encompassing professional learning. (See Professional Learning Policy)
- Professional Learning will be resourced through Professional Learning and Program Budgets.
- Parents/carers and students are an integral component of effective assessment and reporting. Assessment and reporting practices will provide regular, meaningful and timely progress information and feedback through:
 - Term 1- 4
 - The development of regular 'student learning goals'. All students will be guided to reflect upon and monitor their progress to inform their future learning goals.
 - Communication of 'student learning goals' to parents/carers each term (Prep Term 3 and 4).
 - Regular reporting of progress through:
 - Term 1 Summary Report
 - Term 2 Mid-Year written Report
 - Term 3 Parent Teacher Interview
 - Term 4 End of Year written Reports.
- To further support assessment and reporting communication parents/carers will be provided with opportunities to engage in:
 - Term 1 Year level Information Sessions and Meet and Greet Meetings
 - Term 1 – 4 Individual meetings by appointment
 - Scheduled 'Student Support Group Meetings' for students with additional needs
 - Scheduled 'Individual Learning Plan' meetings where required.
- Information and Communications Technology (ICT) tools will continue to be used where possible to continue to enhance the assessment and reporting process.

Links

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/school/teachers/support/Pages/studentreports.aspx>
- <http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/assessment.aspx>
- <http://ausvels.vcaa.vic.edu.au/>

Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Respect

Responsibility

Honesty and Integrity

Commitment