

Kerrimuir Primary School is a community of students, staff members, family, and friends working together to create a diverse, engaging and respectful environment.

Rationale:

As per VRQA (Victorian Registration and Qualification Authority) requirements, schools must ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance.

Aims:

- To improve student learning by accurately determining areas of future learning need, which includes the needs of students working above and below the expected level of achievement.
- To assess and report school and student performance fairly, accurately, and consistently within and between teams of teachers across the school.
- To communicate student progress and achievements with students and parents/carers so as to foster home-school partnerships for improved student outcomes.
- To assist teachers in planning to the point of need and differentiating the curriculum for student learning.

Implementation:

Assessment

Schools are responsible for accurately assessing student achievement against achievement standards detailed within the Victorian Curriculum.

- Kerrimuir Primary School will establish, implement and review (annually) an assessment schedule. The assessment schedule will outline the minimum requirements, at each year level, for the formative and summative assessment tools to be used.
- Fundamentally assessment will be used to guide future lessons and learning, rather than simply to prelude a reporting achievement.
- Teachers will implement the Kerrimuir Primary School Assessment Schedule.
- Teachers will track their data using Excel spread sheets and supply the data to the principal twice a year for tracking. This data will also be supplied to the students' teachers for the following year.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum, and to plan their teaching to students' point of need.
- Teachers will participate in moderation and professional development involving analysis of formalised assessment, and annotated work samples so that teachers apply consistent judgements of student progress against achievement standards across the school.
- Teachers will use assessment data to determine the students' individual points of learning need (zone of proximal development) so as to improve student performance and make informed decisions about:
 - the curriculum content to be taught
 - the amount of time to spend on various concepts and topics

- the directions that students need to progress next as outlined in feedback by the teacher
- the creation of fluid and flexible student groupings so students can be appropriately supported or challenged
- the establishment of individual learning plans (for students working 12 months below the expected level, for students working 12 months above the expected level, for EAL students, and students with funding)
 - Parents and carers will be informed of their child's progress and achievement so as to inform their future learning goals and needs (assessment and learning).
 - Teachers will include a variety of assessment strategies in teaching programs in order to provide multiple sources of information about student achievement. These **may** include tests, assignments, projects, portfolios, performance observations, discussions, anecdotal evidence and involvement in state-wide standardised testing processes such as NAPLAN, English Online, VCAA online assessment (On Demand) and added assessments according to the Assessment Schedule of the school and DEECD.
 - Teachers will develop achievable learning goals with students, and when achieved, a new goal will be developed using assessments made and the child's age and developmental stage.
 - Students in Grades 3 and 5 will participate annually in the state wide Literacy and Numeracy assessments (NAPLAN) so as to gain information for staff, parents and students on students' progress in relation to the AusVELS levels.
 - In-services will be provided for parents on AusVELS assessment, and the NAPLAN if requested/required.
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Reporting

- Teachers will use a range of assessment tools to triangulate (cross verify two or more sources) of student achievement data in order to make fair and accurate judgements about student progress and achievement.
- Teachers will use moderation to make consistent judgements within and between teams of teachers.
- Student achievement will be measured and reported to students, parents/carers, Department of Education and Training and the wider community against the Victorian Curriculum achievement standards. The achievement standards outline the essential knowledge, skills, and behaviours students are expected to demonstrate within each domain and capability.
- Students for whom English is an additional language (EAL) will have their progress in English assessed in relation to the achievement standards outlined in the stages of the EAL Companion to the Victorian Curriculum.
- Students with a disability of impairment will, where appropriate, have their progress assessed in relation to the achievement standards outlined in the 'Towards Foundation level Victorian Curriculum'.
- Student reports and face-to-face meetings, which will be twice a year, will provide the following key information to parents/carers:
 - Clear information on what the student has achieved (i.e. the student's progress on the basis of assessment evidence gathered over a semester).
 - Suggestions for areas of improvement that the student should work on next (i.e. future learning to be addressed in the following reporting period).
 - Support/Extension strategies.
- The school will provide all required performance data to DEECD and the Community by means of the School Council's annual report, as well as an Executive Summary of performance data, to all families. The principal will

report progress to School Council on an annual basis.

- Each year the assessment and reporting team will consult with staff members to ensure that the Assessment and Reporting timeline is relevant and up to date and meets the current teaching and learning needs of the school.

Parent Teacher interviews and End of Semester Reports

Students will receive two end of semester reports and two progress reports each year. In addition to these reports families are offered two formal opportunities to meet with their children'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 'Student Led Conference' at the end of term three; at which the student shares their work and reflects on their learning in an open discussion with their family and the teacher.

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

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle, or at any time that DEECD policy changes influence reporting practices in schools.