
THE PATCH PRIMARY SCHOOL

ASSESSMENT AND REPORTING TO PARENTS

Rationale:

Accurate and comprehensive reporting of student performance 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 in need of support and assistance.

Assessment is the means by which we evaluate the progress of students and the effectiveness of our teaching.

Reporting to parents will reflect:

- The aims of our programs;
- The individual's progress towards achieving them.

Aims:

To improve student learning

To provide accurate and comprehensive information for the teacher on student performance to improve student performance to;

- help plan future teaching for the class and/or child
- determining areas of future need, as well as areas of current exemplary performance.
- report to the parents at the appropriate time.
- promote teacher awareness of the relevance of their curriculum aims.

Implementation:

- Schools are responsible for accurately reporting student achievement against the Victorian Curriculum to the students themselves, to parents, other teachers and schools, to School Council, and to the Department of Education.
- Each year our school will provide parents with two written Student Report Cards indicating their child's academic progress against the Victorian Curriculum standards and progression points. Where necessary, translations into other languages will be provided.
- The Student Report Cards will be generated using Department of Education provided software, and will include assessments against state-wide academic standards, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, areas beyond the Victorian Curriculum (including attitude, participation, extra-curricular activities, social skills), and a student self-assessment.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against the Victorian Curriculum standards across the school.
- We will provide two formal parent/teacher interviews per year – an introductory interview early in term one to establish getting to know you and learning goals, and one interview after each of the mid-year – 3 way conferences and on request after end of year written reports are distributed. Where necessary, interpreters will be provided.
- Our school will progressively develop learning improvement plans for individual students in consultation with parents and, where appropriate, with others with specific expertise.
- We will participate in the National Assessment Program - Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on students' progress in relation to the AusVELS levels.

- We will provide in-services for parents on AusVELS, the Student Report Card, and the NAPLAN.
- The schools will assess the achievements of students with disabilities and impairments in the context of the ABLES and the Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals in key learning areas for each student. Progress towards learning goals will be reviewed and reported by the program support group
- The school will provide all required performance data to the Department of Education and the community by means of an annual report, as well as a summary of performance data to all families.

Evaluation:

This policy was originally formed, and will be reviewed in consultation with all members of the wider community (all staff, parents, students, and interested members of the community) as part of the school's five - year review cycle.

References: <http://www.education.vic.gov.au/school/teachers/support/pages/assessment.aspx>

Principal



School Council President

