



ASSESSMENT AND REPORTING POLICY

Basic Beliefs

At Berwick Lodge Primary School we believe that assessment and reporting is valuable as it:

- is an integral and ongoing part of the educational process, providing information for effective planning of educational programs
- provides parents, student and teachers with information about the individual development of all students
- builds a rapport between the home and school
- provides a review of the effectiveness of the curriculum programs across the school and assists in developing future direction
- reflects the school's commitment to government initiatives and guidelines

Goals

Assessment and reporting aims to:

- inform students, parents, teachers the school and Department of Education & Early Childhood Development (DEECD) of individual students' progress,
- improve student learning by accurately determining areas of current successful performance and identifying future needs,
- strengthen the partnership between the student, parents and teachers,
- provide teachers with information to enable them to implement improved practices in line with school and government policy.
- assist students to be self-motivated in their learning as they build on strengths and work to attain new knowledge and skills

Guidelines

To ensure that beliefs and goals are reflected in the practices of the school, we expect that:

1. Information sharing sessions be held for each grade level early in the school year so that parents are aware of the expectations for that year and can share information about their child.
2. Mid-year and end of year written reports will be provided using the new Student Report Card format.
3. Clarification of student's progress and plans for future action will be discussed at Student Progress Discussion Meetings. These discussions will be offered following the mid-year report upon parent or teacher request.

4. There will be a positive environment in which parents and teachers feel comfortable about contacting each other as needs arise throughout the year on a formal or informal basis.
5. Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in statewide standardized testing (NAPLAN).
6. Teachers are expected to maintain and provide ongoing assessment of their classroom programs and adjust their teaching practices accordingly, within the guidelines of school and government policy.
7. Teachers will participate in moderation processes so that staff can apply consistent judgements of student progress against AUSVELS standards across the school.
8. The school will assess the achievements of students with disabilities and impairments in the context of the AUSVELS. Program Support Groups (PSG's) and Individual Learning Improvement Plans (ILIPs) will help develop individual profiles containing learning goals in key learning areas relevant to the student. Progress towards learning goals will be assessed and reported to the Program Support Group.
9. Students for whom English is a second language will have their progress in English reported against the EAL (English as an Additional Language) developmental continuum.
10. Teachers will develop ILIP's for students 'at risk' and students working beyond the expected level. Regular meetings will be arranged with parents to monitor the implementation of the ILIP.
11. Individual files are kept which reflect the student's progress through the school.
12. The school will provide all required performance data to DEECD and the school community by means of the School Council's Annual Report.
13. Students will be taught, and expected to use, self-assessment strategies.

Responsibility for Implementation

Classroom and Specialist Teachers are responsible for:

- assessment and evaluation of individual students against national standards and progression points detailed within AUSVELS and reporting to the student, parent and the school and the government (CASES21).
- the management and maintenance of individual student files.
- the development of ILIP's for students as required.
- planning and reviewing educational programs, using data provided through assessment.

The Curriculum Development Team members are responsible for:

- the implementation and continuous monitoring of the policy.
- the organization of information sharing sessions and student progress discussion meetings.
- the collection of achievement levels of students, from classroom teachers as dictated by school and government policy expectation.
- the organization and monitoring of the literacy and numeracy assessment schedules across the school.
- assisting the Leadership Team in the interpretation of whole school data.

The Leadership Team is responsible for:

- the overall management and monitoring of assessment and reporting practices.
- the correlation and interpretation of data for the Annual Report and the setting of appropriate goals.

Date Passed by School Council

The Assessment & Reporting Policy was passed by School Council on 11 August 2014.

Proposed Date of Review

The Learning Sub-Committee will be responsible for coordinating and planning the review of the Assessment and Reporting Policy, under the auspices of School Council. The review period will be three years from the policy being passed by School Council.