



STELLA MARIS SCHOOL

Assessment & Reporting Policy

RATIONALE

Accurate and comprehensive assessment and reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future directions, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

AIMS

- To assess and report school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance to enable all children to reach their potential.
- To report comprehensively to parents on the performance of their children on a regular basis, informally when the need arises, formally at Mid Year and end of Year.

IMPLEMENTATION

Assessment

- Stella Maris School is responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Assessments will be used to identify future lessons & directions, rather than simply a prelude to reporting achievement.
- Teachers will follow the Assessment and Reporting Schedule.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement.
- Teachers will develop a manageable system of keeping records that can provide a rich mix of evidence pertaining to student learning.
- Teachers will use the data they collect (from the NAPLAN and other sources) to make judgements about and report on, student achievement in relation to the Victorian Curriculum 2017 and the Australian Curriculum 2016 (AUSVELS).
- Through the use of such materials as "Making Consistent Judgments" materials and undertaking moderation of student work samples in team meetings, teachers at each level will have common interpretation of the standards and progression points.
- Stella Maris will progressively develop and assess in accordance with students' individual learning plans (ILP's), in consultation with parents and, where appropriate, other agencies with specific expertise.
- Stella Maris School will participate in the NAPLAN at Year 3 and 5 so as to gain information for staff, parents and students on students' progress in relation to our curriculum.
- Stella Maris will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum, AUSVELS and other indicators developed through the Strategies Assistance program. Program support groups will help develop individual education plans containing appropriate learning goals in key learning areas for each student. Progress towards learning goals will be assessed and reported by the program support group.
- The School Based Intervention Framework Team provides extra support to staff who are concerned about the progress of cohorts of children or individual students.

ASSESSMENT STRATEGIES

Assessment at Stella Maris is implemented in the following ways:

- Teacher observation of students at work
- Verbal responses by students to teacher questioning
- Written responses by students to directed activities
- Observation of individual and small group tasks in written, oral and 'hands on' tasks
- Observation of student contributions to whole class discussions
- Inferential responses by students to given information
- Qualitative and quantitative assessment of individual and group project work
- Use of cumulative anecdotal records by teacher
- Checklists of skills taught, and student and staff generated rubrics, indicating level of achievement
- Observation of research skills used with written material, the Internet and CD Roms.
- Data analysis and interpretation at Professional Learning Team meetings.
- Moderation of student work to ensure consistency of judgement
- Formal testing using recognised, uniform instruments by staff at Stella Maris and Outside Professionals such as speech therapists

REPORTING

- Each year our school will provide parents with two formal reports on student achievement, indicating progress against the standards & progression points for each domain and dimensions. Where necessary, translations into other languages will be provided.
- The content and structure of the formal Mid Year and End of Year reports will be reviewed and endorsed by the Parish School Education Board.
- A 'parent share' night will be held early in Term One for parents to be given specific curriculum and other information relevant to each class group and parents share relevant information to teachers about their children which will assist their learning.
- Formal parent/teacher interviews will be held after distribution of the Mid-Year Reports, Parents are encouraged to arrange parent/teacher interviews at any other time they feel appropriate, and particularly after End-of-Year report distribution.
- Formal reports will include achievements in relation to AUSVELS, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, areas beyond the standards.
- The My School website enables parents, schools, governments and the wider community to better understand the performance of students in schools and enables schools to be compared with other schools.

SCHOOL BASED INTERVENTION FRAMEWORK

This policy should be read in conjunction with School Based Intervention Framework documents.



This policy was ratified in November 2008

This policy will be reviewed annually

This policy was last updated in 2016