

ESSEX HEIGHTS PRIMARY SCHOOL ASSESSMENT AND REPORTING POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Essex Heights Primary School on 9807 4944.

RATIONALE

Essex Heights Primary School staff undertakes a range of student assessment and reporting activities to support student learning. Reporting to students and parents will clearly communicate the achievements of students and will provide recommendations which assist the student's future learning. It will also foster co-operation and encourage communication between parents, teachers and students concerning student progress.

Assessment is the ongoing process of gathering, analysing, and reflecting on evidence to make informed and consistent judgments to improve future student learning. Comprehensive reporting covers three major areas:

- reporting to parents (Student Progress Reports)
- reporting to the local community (Annual Reports)
- reporting for systemic improvement (National Reports eg *NAPLAN*).

GUIDELINES

- 1.0 It is the function of the Assessment and Reporting Program to:
 - enable the teachers and the school's administration to evaluate the effectiveness of the educational programs
 - provide a basis for making decisions about each student's learning needs, and inform parents and guardians of their children's progress.
 - inform the community of the school's progress
 - inform student's about their progress.
- 2.0 Assessment and Reporting practices will comply with the individual's rights to privacy and confidentiality.
- 3.0 Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:
 - assessment **for** learning - occurs when teachers use inferences about student progress to inform their teaching
 - assessment **as** learning - occurs when students reflect on and monitor their progress to inform their future learning goals
 - assessment **of** learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

- 4.0 Reporting on student progress shall be constructive, positive, and informative with an emphasis on the student's developing skills, abilities, and attitudes.

IMPLEMENTATION

- 1.0 Teachers will maintain a variety of assessment records for each student.
- 2.0 Copies of reports and other relevant information will be kept in individual student folders and/or on the school's server.
- 2.1 Additionally, Individual files will be maintained for children with special needs and may include medical and student services assessments, written reports, profiles, and minutes of relevant meetings eg. Student Support Group meetings.
- 3.0 Student Progress Reports for parents are confidential documents that EHPS will produce twice a year and send electronically to:
- provide parents with a clear picture of their child's progress and how they compare to others within the school and state
 - report on student achievement in Years Prep to 6. The only exception to this is for the *Program for Students with Disabilities*, where student progress may be reported through an *Individual Learning Plan Report* or for students for whom English is a new language where progress may be reported using an *English as an Alternative Language* report
- 4.0 Parents are invited to attend parent-teacher interviews to discuss their child's progress. Parents are encouraged to include their child in these discussions. Information sessions, Open days and Education Week activities will be held during the year.
- 4.1 An initial 'getting to know you' interview scheduled in Term 1 will provide an opportunity for parent input to their child's learning program.
- 4.2 Parents are invited to participate in an interview following the mid-year report.
- 4.3 Student Support Group meetings for students with an Individual Learning Plan, Students on the *Program for Students with Disabilities*, Koorie students and students living in out of home care will be scheduled for each term.
- 4.4 Interviews may be arranged at any time during the year, at parent or teacher request.
- 5.0 The *National Assessment Program – Literacy and Numeracy (NAPLAN)* assesses all students in Years 3 and 5 each year using common tests in reading, writing, language conventions (spelling, grammar, and punctuation) and numeracy.

- 6.0 The *Government School Performance Summary* will provide parents a clear overview of how EHPS is performing in Victoria. A ‘*What Our School Is Doing*’ statement provides the context for the data contained in the performance summary and outlines the school's achievements and plans for the future. This summary forms the basis of the *Annual Report to the School Community* which is completed in March each year.
- 7.0 At the start of each year all Prep students are assessed using the *English Online Interview*. The interview is a one-on-one session between the teacher and student to assess each student against all dimensions of *English Victorian Curriculum* (Listening, Reading, Viewing, Speaking, Writing and Creating).

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- available publicly on our school’s website
- included in staff induction processes and staff training
- discussed at annual staff briefings/meetings
- reminders in our school newsletter
- hard copy available from school administration upon request.

FURTHER INFORMATION AND RESOURCES

[Assessment of Student Achievement and Progress Foundation to 10](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Approved by	School Council
Next scheduled review date	May 2026

George Perini

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Principal

School Council President

October 2022