
Donvale Primary School

Assessment and Reporting Policy

1 Policy Statement

All aspects of assessment and reporting must be clearly directed towards improving teaching and learning strategies and enhancing student learning outcomes.

Accurate and comprehensive assessment of student performance aids in **establishing** open communication, helps to improve student learning, assists in establishing future direction, and helps to identify all areas of performance, including high achievers as well as those students in need of support and assistance.

2 Rationale or Purpose

The primary purpose of assessment is to improve student performance. Assessment should be based on an understanding of how students learn, and should be an integral component of the curriculum. Assessment should provide useful information which forms the basis of reports to parents on student achievement. It involves giving feedback to the student and also allows for reflection by the student.

3 Implementation

In order to improve student performance and provide accurate student reports, the school will:

- Include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include class topic tests, rich assessment tasks, portfolio assessment tasks, performance observations, student discussions, and participation in the National Assessment Program – Literacy & Numeracy (NAPLAN) tests, the VCAA Assessment On Demand tests and the Victorian Mathematics and English Online Interviews.
 - develop and use a schedule of standardised tests and observations and keep ongoing records that will provide evidence of student learning.
 - use the data collected to identify students who need additional assistance and report on student achievement in relation to the Victorian Curriculum twice yearly.
 - encourage the use of student self-evaluation and goal setting as an important component of assessment.
 - prepare individual learning plans for 'at risk' learners which will be planned in consultation with parents and students and recorded in the At Risk Register.
 - compile portfolios for students in Foundation – Level 4, with digital portfolios used for students in Levels 5 & 6.
 - provide the opportunity for parent/teacher interviews twice yearly following the issuing of written reports and portfolios, as well as encourage parents to contact teachers at other times as required to discuss their child's progress. An introductory parent teacher interview will also be conducted within the first month of the commencement of the school year.
 - assess the achievements of students on the Program for Students with Disabilities in the context of the Victorian Curriculum (where deemed appropriate). Students for whom English is an Additional Language will have their progress in English assessed in relation to the stages of the Victorian Curriculum EAL Continuum.
 - provide all required performance data to the Department of Education and the community by means of an annual report.
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4 Evaluation and Review

This policy and the attached document are to be reviewed every three years or following referral by School Council.

5 References

6 <http://victoriancurriculum.vcaa.vic.edu.au/>

This policy was ratified by School Council on 20th April 2016
