

Assessment and Reporting Policy

North Melbourne Primary School

Issue Date: 13/11/2017

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Purpose:

- Report student achievement effectively to parents.
- Collect data for the purposes of curriculum planning, school accountability and feedback.
- Provide guidance for the management and planning of NMPS's assessment and reporting to parents' activities.

Teachers will:

- Plan and evaluate curriculum programs based on the Victorian Curriculum requirements and student needs to maximise student engagement and achievement.
- Provide information to parents about course outlines each term. How this is communicated is to be decided by consultation with staff either at the end of the year, or at the start of each year.
- Meet the requirements of team based assessment schedules in numeracy and literacy for the purposes of whole school accountability.
- Assess student achievement using a variety of tools and approaches.
- Maintain records of student achievements for assessment and reporting purposes.
- Assist students in preparation for Student Led Conferences in Term 2 where the students are forward focussed with their goals and in Term 4 which is a celebration of student achievements and work towards their goals.
- Parents and teachers may request interview appointments as required throughout the year.
- Provide progress reports in Terms 1 and 3 that assess the student's against the learning outcomes from their units of work, effort and behaviour and their current goals. In Terms 2 and 4 the students are assessed against the progression points for the Victorian Curriculum.
- Follow the reporting and assessment guidelines (see appendix below)

Implementation:

Working in their teams, teachers will:

- Provide a report to parents for Semester 1 in June and Semester 2 in December each year. Progress reports are provided in Term 1 and Term 3.
- Assess students according to the agreed assessment schedule for each team.
- Plan an assessment schedule to collect data for report writing.
- Maintain student assessments and work samples that demonstrate student achievement and progress.



An Assessment & Reporting Coordinator, in consultation with the leadership team, team leaders and staff, is responsible for ensuring:

- The Compass reporting system is set up according to advice from each team about what is to be assessed and reported each term.
- DET reporting to parents requirements are met.
- All staff are given appropriate advice, support and professional development to write reports which are credible and describe student achievement, areas for improvement and individual student goals
- Moderation of reports to ensure consistency with Victorian Curriculum.
- EAL reports are issued in accordance with the EAL learning continuum and DET requirements.
- Communicate the report writing timeline and guidelines to all staff in a timely manner.

EAL Reports:

For assessment purposes, the Department of Education and Training (DET) defines a student as EAL if they:

- Come from a language background other than English
- Do not speak English as the main language at home
- Have been enrolled in an Australian school for less than seven years.

DET provides funding for EAL students for their first five years in an Australian school.

Reporting on an EAL student's progress:

In general, the progress of EAL students in learning English should be reported against the stages of the EAL standards, also known as the stages of the EAL Developmental Continuum, rather than the levels of the English achievement standards.

The length of time during which a student will be assessed against the EAL standards depends on many factors, such as the existing English language proficiency of the student, the number of years of schooling completed, level of literacy in their first language and background experiences.

If a teacher's assessment of an EAL student against the English achievement standards places the student well below their peers, and the student still requires substantial support in learning English as an additional language, then teachers should continue to use the EAL standards.

It is not appropriate for an EAL student to be assessed against the English standards in one mode, such as Speaking and Listening, and the EAL standards in other modes.

While the oral language proficiency of an EAL student may appear to correspond to that of their peers, as students progress through year levels, the demands of the curriculum



become more complex, and these students can struggle to cope with the academic requirements of the English curriculum.

Once an EAL student has reached the 'at standard' level of their respective A, B or S Stage in all three modes of Speaking and Listening, Reading and Viewing and Writing, they can be transferred to the English AusVELS (or the Victorian Curriculum F-10 in 2017) for assessment and reporting purposes.

For other curriculum areas, the format of the student report for EAL students will be determined by the school, in partnership with students and parents. During this time, teachers should use a range of assessment data and strategies to inform their judgements regarding EAL students' progress.

Student self assessments

- These must be included with term 2 & 4 reports
- They should be in the form of a letter to families from their child reflecting on the semester.
- Included within the letter could be their responses to the following:
 - Work habits – including effort & behaviour
 - Literacy – Improvements, highlight units or pieces of work
 - Numeracy - Improvements, highlight units or pieces of work
 - Extras – Camps, specialists, excursions etc.

Future learning – Goals

- Should be student driven, where required with teacher support.
- These could include discussion on how the student plans to work towards achieving success.
- They would include literacy, numeracy and personal goals.