



Assessment and Reporting Policy

1. Rationale

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Accurate, comprehensive and transparent assessment of student performance against state-wide standards aids in establishing open communication, guides student learning, and helps to identify areas of exemplary performance, as well as those areas in need of 'Support and Challenge'.

2. Purpose

- To improve student performance.
- To establish where learners are in their learning at the time of assessment.
- To improve student learning by accurately determining current performance as well as areas of future need and development.
- To assess and report on school and student performance accurately and comprehensively against state-wide standards.

3. Guidelines

- Camberwell South Primary School is responsible for accurately assessing its students against the achievement standards detailed within the Victorian Curriculum.
- 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 judgements on student achievement against goals and standards.

4. Implementation

- The school will establish whole school assessment schedules for teachers to implement, which will include a variety of assessment tools and strategies to provide multiple sources of information about student achievement.
- The school will develop a manageable system of recording and storing student information and to report on student achievement.
- Teachers will use all relevant student data to make judgements about, and report on, student achievement in the Victorian Curriculum.
- Teachers will participate in professional development to build teacher capacity in assessment literacy, and to ensure consistent judgments are made related to student progress against the Victorian Curriculum Achievement Standards.
- Individual Learning Plans (ILPs) will be developed for students via the process of 'forensic analysis' of student data, and in consultation with students, parents and where appropriate, with others who have specialised expertise.
- Self-assessment by students against individual learning goals (through student learning portfolios) will be a feature of our assessment regime.
- Item analysis of Progressive Achievement Testing (PAT), and of NAPLAN results will focus on both individual and cohort future learning.
- Where appropriate, Camberwell South Primary School will assess the achievement of students with disabilities in the context of the Victorian Curriculum. Individual student profiles will contain learning goals for each student. Where necessary, progress towards these goals will provide the basis for assessment and reporting.
- Students for whom English is an additional language will have their progress in English reported against the EAL achievement standards as detailed in the Victorian Curriculum.
- Reporting to parents will be inline with DET recommendations, twice a year.

5. Evaluation

A committee of staff and the Education Subcommittee will review the Assessment and Reporting Policy on a cyclical basis according to the School Council Policy Review Schedule. The review will ensure that the school's programs and procedures are adequately reflecting Statewide curriculum developments and the changing needs of the Camberwell South community.

Ratified by:	Date	
Education Committee	8.6.16	
Staff	1.6.16	
School Council	27.7.16	Name: Kate Ferguson Signature: 