



Deepdene Primary School

ASSESSMENT AND REPORTING OF STUDENTS



Help for non-English speakers

If you need help to understand the information in this policy please contact Ms Kim Shipley (Principal) or Ms Chris Vlahos (Assistant Principal) ph 9817 1917

PURPOSE

- Assessment for all students should promote a positive attitude towards learning.
- Reporting procedures to students and parents should clearly communicate the achievement and progress of what students can do and provide recommendations for future learning.
- Assessment and reporting should foster co-operation and encourage communication between parents, teachers and students concerning the student's progress.
- Teachers collect, record and analyse information about student learning on a daily basis and use this information to identify student needs.

BROAD GUIDELINES

The Assessment and Reporting procedures should:

- Assist students to become aware of their present stage of development, focus on achievement, build on their strengths and acknowledge weaknesses to be overcome.
- Allow students to progress along the continuum at their own rate and from their own starting point and are taught at the level appropriate to their needs, rather than the year level and age group they are in. With our differentiated curriculum, students are challenged at their point of need.
- Monitor the effectiveness of the teaching/learning programs and processes.
- Nurture students' sense of personal worth.
- Provide programs that are built on prior knowledge and learning that a student brings to school.
- Provide information to parents, students and staff about what has been learned, what skills mastered, what learning experiences have been provided and recommendations for future learning.
- Actively involve students in the assessment and reporting process through peer and self-assessment.
- Describe each student's progress in language which is constructive, clear, specific and appropriate to the curriculum, as set out in The Curriculum.
- Report on student achievement and progress against the Victorian Curriculum F-10 achievement standards using a 5-point scale (well below, below, at, above or well above expected level). Provide a report that shows a dot as to where (his/her) current level of achievement is placed in terms of how (he/she) is working towards or beyond the expected level/standards. The main curriculum scores should have a tail to show student progress- showing the growth since the last assessment.
- Report student achievement and progress in English, Mathematics, The Arts, Physical Education and Science yearly.
- Report student achievement and progress for whom English is an additional language using the Victorian Curriculum F-10 EAL achievement standards.



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IMPLEMENTATION

All teachers should follow the Yearly Reporting and Assessment Schedule.

REPORTING SCHEDULE

Term I	Parent/Teacher Interviews – ‘Getting to know you’ Parents provide teachers with information on their child’s learning needs both socially and academically. Parent Information Booklets briefly outline the year ahead.
Term II	Mid-year written report - End of Term 2 Mid-year report provides students and parents with a clear and concise picture of a student’s achievements and progress at this point in time. Presentation of Student Assessment Folder. Parent/Teacher Interviews will give parents a clearer picture of the mid-year report, celebrate the student’s achievements and clarify learning goals for the remainder of the year.
Term IV	Written Report – December End of year report provides students and parents with a clear and concise picture of a student’s achievements and progress by the end of the year.

Interviews between parents, students and staff are arranged as required.

Students may attend mid- year Parent/Teacher interviews.

EVALUATION TECHNIQUES

- student self-evaluation
- peer discussion
- continual teacher observation
- check lists
- anecdotal records
- samples of children’s work
- diagnostic self-evaluation
- diagnostic testing
- class tests
- evaluation of errors
- teacher discussing children’s work with children
- special educational consultant’s reports
- educational psychologists - reports.
- parent/teacher Interviews
- written reports



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- relevant medical data
- NAPLAN data
- Cumulative Records (Confidential Folder).
 - A cumulative confidential folder will be maintained for each child detailing a resume of the child's history at Deepdene and containing copies of all school reports, referral reports, NAPLAN reports and relevant communication letters from parents. The above folder and its contents are confidential and will be retained at the school.
- The Assessment folder will be maintained for each child containing samples of work and tests administered during the previous year.
- Class/Specialist teachers should maintain detailed records of assessment data.

EVALUATION

Program Evaluation:

- Leadership Team to review effectiveness of Assessment and Reporting Policy.
- Ongoing evaluation of relevant assessment folder tasks and schedule at each year level.
- Annual minor evaluation involving staff, parents and students where appropriate.

COMMUNICATION

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

- Available publicly on [school website](#)
- Included in staff induction processes
- Discussed at parent information nights/sessions
- Included in Compass school documentation and news feed items so that it is easily accessible to parents, carers and students
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	18 July 2022
Approved by	Ms Kim Shipley, Principal
Next scheduled review date	July 2025 Major review every three years