



# ASSESSMENT AND REPORTING POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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## PURPOSE

This policy is intended to inform Beeac Primary School staff, parents/carers, and the wider community about the school's assessment and reporting practices, and to ensure the school complies with Victorian Government and VRQA guidelines. The Beeac Primary School *Assessment and Reporting Policy* outlines school obligations and guidelines relating to student reporting against the Victorian Curriculum F–10.

At Beeac Primary School assessment and reporting practices are integral to the learning continuum. Assessment is an ongoing process of gathering and using evidence to both improve and support the growth of each student's learning. Feedback, in all its forms, is core to this process. Our assessment and feedback practices inform our pedagogical approaches to learning and teaching.

Students are provided with the opportunity to reflect on, enhance and improve their learning. Teachers are enabled to evaluate and adapt their learning and teaching practices. Timely feedback enables parents as first educators to fulfil their essential role in supporting their children to experience success in their life-long learning.

## SCOPE

This policy applies to all subjects taught at the school including:

- The eight key learning areas
- The four capabilities
- Electives (if applicable)

## DEFINITIONS

### *Assessment*

Assessment is an ongoing aspect of learning and teaching. It includes formative and summative methods and informs the way teachers cater for the learning needs of their students. Assessment methods are wide and varied in order to determine and measure learning progress and achievement. Assessment is not always formally graded or reported.

### *Formative Assessment*

Otherwise known as *Assessment for Learning*, Formative Assessment occurs throughout the learning process and is an essential component of classroom learning. This provides the opportunity for feedback from teachers, peers and self upon which students reflect and act. Formative Assessment should inform progress as well as provide the teacher with the knowledge to assist in targeting future learning.



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## *Summative Assessment*

Summative Assessment should be used to determine what the student has retained, understood and can apply and usually occurs at the conclusion of a unit of work. It provides students, parents and teachers with a judgement regarding the student's learning.

## GUIDING PRINCIPLES

Assessment should:

- be fair and equitable
- address students and teachers learning goals
- be ongoing and integral to the teaching and learning cycle
- be varied in design and scope
- lead to informative reporting.

Feedback should:

- be for and directed to the student
- be given by the teacher and/or peers, enacted by the student and supported by the parent.

## CHILD SAFETY

Beeac Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that curriculum and assessment practices are developed inclusively to meet the needs of all students.

**Reporting must comply with mandated minimum requirements.**

## POLICY IMPLEMENTATION

### Assessment and Feedback

At Beeac Primary School teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program. Feedback provides advice from teachers and/or peers about the learner's performance. Feedback is a bridge between assessment and learning; how the evidence of learning is communicated to students and parents. Its intention is to further a students' growth and encourage responsibility for their own learning.

### Reporting

Reporting at Beeac Primary School is the means by which a student's learning progress and achievement at a given point in time is formally communicated to parents and students. Beeac Primary School reports to parents/carers using student reports. Beeac Primary School will assess and report student progress against the Victorian Curriculum F-10 achievement standards for the teaching and learning programs they have designed.



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Beeac Primary School complies with the Australian and Victorian Government reporting requirements. These requirements apply to the written reports on student learning and progress. Confidential student reports are provided for parents/carers at least twice annually for each student in each year they are enrolled at the school using a five-point rating scale. The purpose of student reports is to:

- report student progress and achievement in Years Foundation to 6
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

In addition to producing student reports, Beeac Primary School will offer a formal parent-teacher conference at least twice per year to discuss the student's progress and to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.

## Review of assessment, feedback and reporting practices – Use of student learning data

Beeac Primary School regularly reviews practices for assessment, feedback and reporting. Teachers analyse data about student learning progress from a variety of sources to improve student growth and learning progress, and to guide learning and teaching programs.

## ASSESSMENT AND REPORTING PROCEDURES

This section sets out the steps that are taken at Beeac Primary School to adhere to the policy and achieve the policy purpose.

### 1. Methods used to Assess Student Learning, Progress and Achievement

Teachers at Beeac Primary School utilise a range of assessment and feedback tools to monitor student learning, progress and achievement.

A range of documentation supports teachers, students and parents/carers in understanding the level of student learning, assessment methods and reporting. These include:

- **Assessment, Feedback and Reporting Guidelines** - This document includes references to assessment task requirements, modification practices, feedback guidelines, and reporting requirements.
- **Curriculum Outlines** - include information and plans outlining resources and timelines, and relevant formative and summative assessment practices
- Timely **Newsletter updates** - from the school are issued in relation to ongoing Assessment, Feedback and Reporting practices at Beeac Primary School.

### 2. Process for Developing Assessment Tasks

Assessment tasks are developed, in order to determine the level of proficiency of students against the Victorian Curriculum Standards and capabilities. The assessment tasks are prepared to best capture the skill development and content knowledge of the students and vary in their design based on the



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subject requirements. Each subject administers a minimum number of assessment tasks.

### 3. Cycle of Review of Assessment Practices and Processes

Teachers meet to review and evaluate formative and summative assessment practices and processes. Using student data, learning programs are established and assessment tasks are prepared for use across the cohort. These practices are developed, and in some instances modified, to reflect the learning needs of the students, based on informal and formal data.

The school uses student assessment data (ie. NAPLAN, Formative and summative assessment results) to plan appropriate interventions.

### 4. Reporting Practices

Communicating to parents /carers about student learning progress is a professional expectation of all teachers. The forms of feedback and reporting at Beeac Primary School include:

- Ongoing written feedback through interim reports
- Written Semester Reports
- “I statements” or summative capability statements which are published for all children on COMPASS at the end of term 1 and 3.
- Parent/teacher interviews, which take place in Terms 2 and 4
- Informal reporting on an *as needs* basis.
- IEPs for all integration students. These are shared at meetings each term with the parents.
- ENA reports for all out of home students.

The communication of clear and comprehensive information about student progress contributes to the growth and development of students whilst also discharging an important responsibility to parents/carers. In addition, written reports serve as a permanent record of student performance for future reference. It is expected that all teachers at Beeac Primary School maintain up-to-date student assessment records. For these reasons, the highest standards are expected from staff responsible for the preparation of written feedback and reports. The provision of feedback and reports in all its forms which are clear and accurate must be the objective of every staff member.

All teaching staff should be familiar and comply with the requirements contained in this policy. Each semester, staff will be provided with a set of guidelines, which includes information concerning timelines, minimum requirements, style conventions and technical details etc., that enable staff to meet school expectations in this area.

Beeac Primary School will assess and report student progress against the Victorian Curriculum F-10 achievement standards for the teaching and learning programs they have designed.

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, and 5 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy



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- school systems to review programs and support offered to schools.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- an overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)
- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- school comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

Beeac Primary School reports to the local community via their Annual Report, providing a concise summary of the school's achievements and progress. This is available on the school's website.

The Department also provides each school with other confidential reports that summarise student outcomes in that school, including learning achievement, relative to threshold performance standards. These reports are provided to inform the processes of school strategic planning and review.

National reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system.

Schools use the English Online Interview to generate a wide range of reports that can provide valuable diagnostic information to inform program planning and resource allocation. At the start of each year all Prep students at Beeac Primary School are assessed using the English Online Interview (this assessment has been mandated for Year 1 in 2023 and remains optional for Year 2 students).

The interview is a one-to-one interview between the teacher and student with the teacher recording the responses in an online system. This interview assesses students against the three modes of English (Reading, Writing, Speaking and Listening) and is accessible by all Prep to Year 2 teachers in Victorian government schools during a defined 4 week period at the start of each year contains a wide range of support materials for administering the interview.

## 5. Personalised Learning Plans

Students with additional needs at Beeac Primary School are supported by classroom teachers, parents/carers, external allied health staff, and other specialists as required. Student needs and abilities are discussed, and Individual Education Plans (IEPs) developed. The differentiation, adjustments and modifications are clearly communicated in the IEP and reflect parental permissions and expectations. NCCD data, NAPLAN results and performance on assessment and class tasks, are all taken into consideration when preparing for the implementation of a learning program for students with additional needs.



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## COMMUNICATION

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

- Included in staff induction processes and staff training
- Discussed at staff briefings/meetings as required
- Included in enrolment packs
- Discussed at parent information sessions
- Available on our school's website
- Discussed at student forums
- Reminders in our school newsletter
- Hard copy available from school administration upon request

## FURTHER INFORMATION AND RESOURCES

### RELATED SCHOOL POLICIES

- Curriculum Framework Policy
- Digital Learning Policy
- Student Engagement and Wellbeing Policy

### RELATED DET RESOURCES

The Department's Policy and Advisory Library (PAL):

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Records Management – School Records](#)

### POLICY REVIEW AND APPROVAL

This policy will be reviewed within the school review cycle and/or updated to reflect changes in DET regulations or school circumstances.

Policy last reviewed	July 2022
Approved by	Principal
Consultation	N/A
Next scheduled review date	July 2026