

St. John the Baptist Parish School

Assessment & Reporting Policy

Assessment

Rationale

At St John the Baptist Primary School we are committed to providing an accurate and comprehensive assessment and reporting of student performance against state wide standards which aids in establishing open communication, guiding student learning, assisting in establishing future directions, and helping to identify areas of exemplary performance, as well as those areas in need of support and assistance.

Learning Principles

The children at St John the Baptist Primary School will be assessed to identify:

- their level of skill and knowledge
- each child's strength and areas of need
- what objectives have or have not been achieved

The assessment data will be used to:

- diagnose each child's strengths and needs
- inform parents, teachers and children
- challenge children
- evaluate the effectiveness of the program
- accurately assess student achievement against state wide standards and progression points detailed within the Victorian Curriculum
- make judgements about and report on student achievement against the Victorian Curriculum standards
- moderate work samples so staff can apply consistent judgements of student progress against the Victorian Curriculum standards across the school
- assess the achievements of students with special needs in the context of the Victorian Curriculum and provide support groups which will help develop individual education plans containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.

The school will undertake assessment for, of and as learning through a variety of means such as:

- peer assessment
- self assessment
- standardised tests
- diagnostic tests

- teacher constructed tests
- teacher observations
- anecdotal records
- rubrics

Procedures

Reporting

The school will be compliant with the minimum requirements for reporting student progress and achievement by adhering to the following government requirements:

Requirement 1: Schools must provide a student report at least twice a year to parents/carers for each child at the school.

Requirement 2: Reports must be issued in the first half of the year and the second half of the year.

Requirement 3: Reports must be provided in an accessible form and be easy for parents/carers to understand and use.

Requirement 4: Schools must make provision to issue reports to more than one parent/carer where family circumstances make this appropriate.

Requirement 5: Schools must report on an approved curriculum framework.

Requirement 6: Reports must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

Requirement 7: Judgements must be made against the standards defined for each curriculum area taught.

Requirement 8: The standard curriculum frameworks approved for use by Victorian Catholic schools are the Victorian curriculum F–10, including Stage/Levels A to D, the relevant diocesan Religious Education curriculum and the EAL (English as an Additional Language) Developmental Continuum P–10.

Requirement 9: Religious Education, English, Mathematics, Science must be reported at least annually, with all other curriculum areas reported at least biennially.

Requirement 10: Accurate judgements must be recorded for every student.

Requirement 11: Judgements must be recorded in the format prescribed by the responsible authority.

Requirement 12: Judgements must be displayed in a way that conveys a student's achievement.

Requirement 13: Achievement for English, Health and Physical Education, Mathematics and Religious Education must be displayed at the strand level.

Requirement 14: All other curriculum areas must be displayed at the curriculum area level.

Requirement 15: Where more than one judgement has been made against the same standard in a reporting period, reports must display an aggregated judgement for that standard at the appropriate level.

Requirement 16: Where achievement is displayed graphically, it must be accompanied by a scale.

Requirement 17: Judgements must be displayed in a way that conveys progress since the last time the standard(s) were reported against in the school.

Requirement 18: Achievement must be displayed using a five-point scale.

Requirement 19: The scale employed for English, Mathematics and Science must be an age-level-expected scale.

Requirement 20: If a parent/carer requests it, schools must provide parent/carers with an indication of how their child's performance compares to that of his/her peer group.

Requirement 21: Schools that choose to provide parents with access to the student report digitally must make a printed version available to parents/carers on request.

Requirement 22: A five-point scale must be employed to display judgements against standards in modified reports for Students with Additional Learning Needs.

Requirement 23: A modified report for Students with Additional Learning Needs can only be issued with the endorsement of the principal and must involve consultation with the student and parents/carers.

Requirement 24: Special circumstances reporting can only be employed in the case of Exemption from a Curriculum Area, Late Enrolment, School Refusal, Serious Illness, and Unapproved Extended Family Holiday.

Requirement 25: Special circumstances reporting must involve consultation with the student and parents/carers.

Requirement 26: (NOT APPLICABLE) Pathways reporting can only be employed where a managed pathway is in place, and must involve consultation with the student and parents/carers.

Requirement 27: (NOT APPLICABLE) Students commencing VCAL in Year 10 must receive a report that also includes information about their progress and achievement in the curriculum areas of English and Mathematics.

Requirement 28: Judgements must be recorded in software that has been approved by the CECV for use in Victorian

The school will also report to parents through parent and teacher interviews held in Term 2.

Evaluation

The St John the Baptist's curriculum will be regularly evaluated to:

- improve the program
- increase the children's learning
- improve the effective use of time and resources
- make the education process more productive for students and teachers

Evaluation procedures are used to:

- trial new resources
- review widely used resources
- encourage the use of appropriate topical approaches/resources

Programs and teaching are evaluated as a part of the accountability of teachers and are used for planning professional development and the ongoing appraisal of the staff.

Evaluation: History of Updates to Policy

Date	Comment (e.g. major review, minor review)
February 2017	Minor review