



ASSESSMENT AND REPORTING POLICY

PURPOSE

Assessment is an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

SCOPE

This policy applies to all teachers at Hallam Primary School.

RATIONALE

Hallam Primary School undertakes a range of student assessment and reporting activities in order to:

- inform teacher judgements about student learning growth
- inform mid- and end-of-year student reports
- inform professional dialogue around performance, and
- support students' learning.

GUIDELINES

Assessment for improved student learning requires a range of assessment practices to be used with three overarching purposes:

- assessment for learning - teachers use inferences about student progress to inform their teaching
- assessment as learning - students reflect on and monitor their progress to inform their future learning goals
- assessment of learning - teachers use evidence of student learning to make judgements on student achievement against goals, targets and standards

Comprehensive reporting involves compliance with DET requirements in three major areas:

- reporting to parents (student reports)
- reporting to the local community (annual reports)
- reporting systemic improvement (national reports)

The Hallam Primary School Assessment and Reporting Schedule and Guidelines will be reviewed and distributed annually.

- Assessment at Hallam Primary School will contribute to all forms of reporting.

- Assessment at Hallam Primary School will combine various assessment types.
- All teachers will participate in the collection and recording of student achievement data.

FURTHER INFORMATION AND RESOURCES

At Hallam Primary School

- A range of assessment tools will inform the learning and teaching processes
- Assessment data will be analysed and moderated by teachers and year levels to inform and direct future planning and teaching.
- Students will be expected to set goals for future learning as Formative Assessment Plans.
- Teachers will develop Individual Learning Plans for students achieving 12-months above or below their expected year level. These will be discussed with parents.
- Teachers will develop Individual Learning Plans for students including students Out of Home Care (OoHC), identifying as Koorie/ATSI, diagnosed with Autism Spectrum Disorder (ASD), eligible for Program for Students with Disabilities (PSD), having issues with Chronic Attendance and potentially in cases of hospitalization for severe illness.
- To further support and assess the achievements of students with disabilities, student support groups will help identify student learning and support needs that include adjustments to the curriculum and teaching and learning approaches. Individual Learning Plans (ILP) will be discussed and reviewed once a term
- Student achievement will be measured and reported to students, parents/guardians, DET and the wider community against Victorian Curriculum Achievement Standards and Indicative Progress Examples, in up to 8 Learning Areas and 4 Capabilities, as mandated.
- Parents will receive formal, written student progress reports for each semester each year. An English as an Alternative Language report may replace the English report, as assessed by the class teacher. Parents will also have opportunities to formally discuss their child's progress with teachers twice a year at Parent-Teacher Interviews and/or Student-led Conferences (once per semester).
- Administration of NAPLAN testing will occur in May, and the analysis of NAPLAN data will take place when data is received at Hallam Primary School.

REVIEW PERIOD

This policy was updated in 2019 and is scheduled for review in 2023.

Approved By	Hallam Primary School Council
Approval Date	20.06.2019
Reviewed	2019
Responsible for Review	Curriculum Coordinator / Leadership Team
Next Review	2023