



Rationale

Altona Meadows Primary School's assessment and reporting program is to provide an accurate and comprehensive reporting of student performance through gathering, analysing and reflecting on individual students and cohort results. Consistent procedures and strategies will establish open communication, help to improve student learning, assist in recognising future direction, help to identify areas of exemplary performance and identify those in need of support and assistance.

Aims

- To report student performance accurately and comprehensively to all stakeholders
- To provide parents/carers and guardians with clear individualised information about their child's progress against the achievement standards
- To improve student learning by identifying the student's areas of strength and areas for improvement
- To empower students by involving them in their own learning
- To provide staff with a strategic plan for assessment that takes into account; student needs, teacher needs, school based accountability measures and DET requirements

Implementation

- Altona Meadows Primary School is responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas
- Teachers report student progress and achievement in Grades P-6 against the Victorian Curriculum achievement standards for the teaching and learning program they have developed
- Teachers assess current baselines of achievement for all goals in order to establish a student's Individual Learning Plan. These are recorded in areas of Literacy, Numeracy, Social, Behavioural and Attendance
- Teachers continually revise and prioritise the individual goals set for students
- Assessments will be used to identify future lessons and directions, rather than simply a prelude to reporting achievement
- Classroom teachers will follow the Altona Meadows Primary School Assessment Schedule and administer appropriate assessment to measure student growth and achievement
- Teachers will include a variety of assessment strategies in teaching programs to provide sources of information and evidence about student achievement. These may include tests and assignments, projects, performance observations and discussions
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning
- Teacher will use the Altona Meadows Primary School Report Writing Style Guide to ensure consistency across the school in writing of reports
- Reports will be made available on Compass in at the end of Semester One and Two
- Altona Meadows Primary School will offer a parent-teacher conference/interview to discuss their child's progress
- Teachers will use the evidence of learning (eg: data, work samples, moderation pieces) they collect to make judgements about and report on student achievement
- Student Support Group Meetings will help develop Individual Learning Plans containing learning goals in each subject area for each student on the PSD Program, Out of Home Care status and identify indigenous background
- Progress towards learning goals will be monitored and assessed by the classroom teacher
- The school will provide all required performance data to DET and the community by means of the schools Annual Report

When staff are setting individual goals, teachers need to consider

1. The student's current level of performance

2. The student's strengths and abilities
3. The student's needs at their current stage of education
4. Parent/Carer input
5. The need for goals to be challenging, measurable, achievable and functional
6. The need for goals that encourage active participation with others

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

June 2021