



HIGHVALE PRIMARY SCHOOL

34. Curriculum Framework Assessment & Reporting Policy

RATIONALE

Student learning is produced, shaped and affected by four connected components. Each of these components plays a distinct role in the process of student learning and each is interconnected with all of the others.

- **Curriculum** defines *what* it is that students should learn, through the associated progression or continuum of learning.
- **Instructional Practice** or **Pedagogy** describes *how* students will be taught and supported to learn.
- **Assessment** identifies *how well* a student has (or has not) learnt specified content.
- **Reporting** explains to the student, parent and teacher *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals.

Our school encourages and supports students to strive for excellence and personal best in all of their endeavours. Effective assessment and reporting is essential to inform, monitor and communicate student progress as informed by the Victorian Curriculum learning continuum.

To achieve this, our school:

- Develops a collective understanding of effective assessment and reporting practices.
- Utilises contemporary summative and formative assessment practices which are used to inform, monitor and progress student learning.
- Maintains a comprehensive Assessment and Reporting process to enhance the purposeful use of data to improve student outcomes.
- Affords professional learning to support and maximise staff capacity and performance.
- Provides regular assessment updates to parents.
- Reports progress regularly to parents and carers.
- Encourages and provides opportunities for parents/carers to engage in the assessment and reporting process.

AIMS

To embed 21st century assessment and reporting practices to:

- enable effective evaluation and diagnosis
- enhance student agency
- inform targets, goals and priorities
- inform planning and teaching for personalised learning
- monitor learning progress and teaching impact
- communicate student progress.

IMPLEMENTATION

The Assessment & Reporting policy is one of a suite of Curriculum Framework policies. These are reviewed annually by the School Improvement Team (SIT) as part of the School Improvement Process.

- Reporting student achievement at Highvale Primary School encompasses all government sector requirements for schools.
- The Principal has overall responsibility for the implementation of School assessment and reporting practices. Aspects of this role can be delegated to other staff members who will work in conjunction with the principal to maximise delivery.
- Assessment and reporting practices are reviewed in accordance with the Highvale PS Strategic Plan, Annual Implementation Plan and at the principal's discretion.

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- Amendments to assessment and reporting practices must be research and/or evidence based.
- The four Vertical Professional Learning Teams (VPLTs), Learning English, Learning Mathematics, Wellbeing, Engagement, in consultation with the SIT lead an ongoing process of review to improve whole school assessment & reporting practices. As per [HPS School Improvement SCHEDULE & PROCESS](#)
- VPLTs and SIT members will seek input from relevant staff and the school community throughout the improvement process.
- The Learning Specialist models and supports excellence in all facets of teaching and learning through the provision of quality planning, teaching, assessment, reporting, demonstration lessons, observation, mentoring, coaching and feedback.
- The Learning Specialist supports the improvement of assessment & reporting practice through facilitating school-based professional learning.
- The Learning Specialist progressively documents the expected HPS whole school evidence and research based assessment & reporting practices as described in detail in the [‘HPS Student Learning Overview’](#).
- Whole School assessment and reporting timelines and processes are progressively documented for teaching staff by the Learning Specialist, with input from VPLTs and SIT. Assessment and reporting practices are described in detail in the [‘HPS Assessment Guide and Expectations’](#) and [‘HPS Assessment Schedule’](#).
- All staff will be supported to implement whole school practices through the performance and development process encompassing professional learning.
- The Learning Leader of each Professional Learning Team (PLT) leads their team through the Professional Learning Community (PLC) inquiry cycle to ensure evidence based teaching practices are informed by regular formative and summative student assessment aligned to intended learning goals.
- HPS teaching practices support the implementation of the HPS Assessment & Reporting Policy.
- Assessment practices will provide the opportunity for students to reveal progress.
- Moderation of student assessment will occur regularly and explore a range of assessment data sets as a key component of the PLC cycle. Analysis will be used to inform student progress, the effectiveness of teacher practice and curriculum development, and is used as the basis for regular feedback and reporting to students and their parents and carers.
- Students have agency and voice in their assessment through regular Goal setting ‘I will’, acknowledgment of progress ‘I can...’ and student voice tasks.
- Norm referenced assessments are documented in the Assessment Schedule to support effective moderation and accurate teacher judgements.
- PLTs use scheduled and unscheduled ‘Non Face To Face’ (NFTF) time to maximise opportunities for collaboration to ensure assessment and reporting approaches are ongoing through the PLC process.
- Digital technologies including Seesaw, Essential Assessments and GradeXpert will support assessment and reporting practices.
- Parents/carers and students are an integral component of effective assessment and reporting. Assessment and Reporting practices will provide regular, meaningful and timely progress information and feedback through:
 - Term 1- 4
 - Regular student assessment tasks communicated to parents and carers through Seesaw. These include the task, assessment rubric, teacher feedback on progress toward intended learning goal, student reflection on achievement ‘I can’ and goal setting ‘I will’.
 - Termly student voice task.
 - Regular reporting of progress through:
 - Term 1 Summary Report
 - Term 2 Mid-Year written Report
 - Term 3 Parent Teacher Interview
 - Term 4 End of Year written Reports.
- To further support assessment and reporting communication parents/carers will be provided with opportunities to engage in:
 - Term 1 Information Sessions and Meet and Greet Meetings
 - Term 1 – 4 Individual meetings by appointment
 - Scheduled ‘Student Support Group Meetings’ for students with additional needs
 - Scheduled ‘Individual Education Plan’ meetings where required.
- Professional Learning will be resourced through Learning Specialist, colleagues, DET and professional learning budgets where required.

Links

Links which are connected with this policy are:

- DET Understand Assessment Design - <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/eitunderstand.aspx>
- VCAA - <https://www.vcaa.vic.edu.au/foundation10/Pages/f10index.aspx>
- FISO 2.0 Curriculum Planning and Assessment Implementation Guide - <https://www2.education.vic.gov.au/pal/fiso/print-all>

Appendices which are connected with this policy are:

- **Appendix C: HPS Student Learning Overview** – Under review
- **Appendix I: School Data Improvement Process** HPS School Improvement SCHEDULE & PROCESS. – Under review
- **Appendix J: HPS Assessment & Reporting @ HPS** – ‘HPS Assessment Guide and Expectations’ and ‘HPS Assessment Schedule’. – Under review

COMMUNICATION

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

- Available publicly on our school’s website <https://highvaleps.vic.edu.au/parent-information/#policies>
- Included in staff induction and child safety training processes
- Notification of updates through the School Newsletter
- Discussed at staff briefings/meetings as required

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2023
Consultation	Shared with School Council
Approved by	Principal
Next scheduled review date	April 2026