



YARRAVILLE

Special Developmental School

ASSESSMENT AND REPORTING POLICY

Yarraville SDS Principal:

Ashwini Sharma

School Council President:

Kim Mace

CERTIFICATION:

School Council President

Signed

Date

22/5/18

Principal

Signed

Date

22/5/18

This policy ratified at School Council meeting

22/5/18



YARRAVILLE

Special Developmental School

ASSESSMENT AND REPORTING POLICY

RATIONALE:

Accurate and comprehensive reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

PURPOSE:

Evaluation of programs will be conducted on a regular basis within each learning area of the school.

Assessment of school performance against state-wide benchmarks and the school's past performance will assist in determining future directions for the school.

Student Assessment

- assists in the identification of students' strengths and weaknesses
- tracks achievement through the Individual Learning Plan (ILP)
- provides clear and regular information to students and parent/carers on student progress
- assists teachers and parents/carers to work together to develop appropriate learning targets for individual students

School Assessment is formalised through :

- Student, Parent and Staff Opinion surveys
- The Annual Implementation Plan and Strategic Plan

IMPLEMENTATION:

- Teachers will accurately assess student achievement against state-wide standards detailed within the Victorian curriculum.
- Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection.
- Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
- The school will establish a whole-school assessment schedule for teachers
- Team Leaders have responsibility to ensure that all teachers within each learning area of the school implement the relevant assessment schedule.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in Victorian Curriculum (Judgement Tool).

- Staff will participate in moderation professional development involving student work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum standards and ABLES across the school.
- Judgement Tool data (Victorian Curriculum) and ABLES data is collated twice yearly and analysis of data occurs at Learning Area and PLT Meetings.
- Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- Specialist teachers will monitor student progress in the relevant subject area.
- Formal Individual Learning Plans will be written in February and reviewed as necessary.
- Student Support Group meetings with parents/carers, held three times a year, will focus on student achievement and provide guidelines for future learning.
- Collated student achievement data will be published in the School Annual Report at both learning area and whole school levels. Recommendations will be developed as a whole school and implemented at both learning area and whole school levels.
- Student self-assessment will be used where appropriate.
- ePortfolios will be used to support the reporting process.

EVALUATION:

This policy will be reviewed as part of the school's three-year review cycle but also occurs on a regular basis prompted by changing circumstances and raised concerns.