



BEAUMARIS PRIMARY SCHOOL ASSESSMENT, REPORTING AND INDIVIDUAL LEARNING PLAN POLICY

Purpose

To outline the process Beaumaris Primary School will follow to assess and report student performance against state-wide standards to support open communication, guide student learning, assist in establishing future direction, and help to identify areas of exemplary performance, as well as those areas in need of support and assistance.

Scope:

- To assess school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.

Individual Learning Plans (ILP) and Individual Learning Extension Plans (ILEP) specific:

- To identify and provide for the individual educational needs of students.
- To provide a process by which students and parents can become more involved in the learning and direction of the student.

Policy:

- The Victorian Curriculum Standards will form the basis for assessment, evaluation and reporting.
- 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. Assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
- The school will follow a whole-school assessment schedule for teachers which will include a variety of assessment strategies, including online assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in standardised testing processes such as NAPLAN and school entry assessment tests.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum standards across the school.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- Item analysis of NAPLAN results will focus on both individual and cohort future learning.
- The school will assess the achievements of students with disabilities in the context of the Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language will have their progress in English reported against the EAL Companion to the Victorian Curriculum.
- Parent teacher interviews will be conducted in Term 2 and Student Led Conferences.
- Written report formats will provide information on student progress in each of the Victorian Curriculum domains, twice a year.
- Student reports will be kept electronically providing information on student progress.
- Interviews can be arranged at any time throughout the year as requested.

- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Student Performance Analyser (SPA) will be maintained across all levels within the school.
- The leadership team will review the reporting procedure regularly in line with DET guidelines.

ILP / ILEP SPECIFIC

- Our school will progressively develop individual learning improvement and extension plans for students in consultation with students, parents and where appropriate, with others with specific expertise.
- Monitoring of outcomes should be positive, realistic, supportive and appropriate for each student according to their individual capabilities.
- ILPs and ILEPs will support a student's learning for a specified period of time. At the conclusion of this period an ILP or ILEP and the student progress will be evaluated by the class teacher, parents and education support staff. The need for implementing a new ILP or ILEP will be discussed during the review cycle.
- Goals may be academic, behavioural, physical or social in nature.
- ILPs will be developed for students working more than six months below and ILEPs will be developed for students working well above the expected achievement in any AusVELS learning area where the specific learning content within the class needs to be adjusted to cater for the individual student.

Review Cycle:

This policy was last updated in December 2018 and is scheduled for review in 2022.

The following DET link contains a comprehensive list that defines and explains commonly used words, acronyms or abbreviations by the Department –

<http://www.education.vic.gov.au/about/departments/Pages/acronymsatoe.aspx>