

SOUTH YARRA PRIMARY SCHOOL

ASSESSMENT, REPORTING AND INDIVIDUAL EDUCATION PLAN POLICY



PURPOSE

To outline the process South Yarra 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 Education Plans (IEP) and Individual Education Extension Plans (IEEP)

- To identify and provide for the individual educational needs of students who are:
 - 6 months below the expected level of achievement (ILP)
 - 12 – 18 months ahead of the expected level of achievement (ILEP)
- 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 Meetings will be conducted in Term 1 and Term 3.
- 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 and will provide 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 discussion.
- The South Yarra Primary School Whole School Growth Database will be maintained at all levels of the school.
- The Leadership Team will review the SYPS reporting procedure and the SYPS Whole School Assessment Schedule regularly, in line with DET guidelines.

IEP / IEEP Specific Policy

- Our school will progressively develop Individual Learning Improvement and Individual Education Extension Plans for students in consultation with parents, students 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.
- IEPs and IEEPs will support a student's learning for a specified period of time. At the conclusion of this period, an IEP or IEEP and the student progress will be evaluated by the class teacher, parents and education support staff. The need for implementing a new IEP or IEEP will be discussed during the review cycle.
- Goals may be academic, behavioural, physical or social in nature.
- *IEPs will be developed for all students working six months below and IEEPs will be developed for students working 12 – 18 months above the expected achievement level in any Victorian Curriculum learning area where the specific learning content within the class needs to be adjusted to cater for the individual student.*
- *IEPs will be developed for all students working in an intervention program under the Tutor Learning Initiative.*
- *IEEPs will be developed for all students working in the Victorian High Abilities Program and/or in the Maths Challenge.*

FURTHER INFORMATION

The following DET link contains further information including: Assessment principles, Assessment in teaching and learning, Assessment and the learning continuum and Assessment for understanding.

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-principle.aspx>

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2022
Consultation	Education Committee, School Council (for noting)
Approved by	Principal
Next scheduled review date	September 2026