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ASSESSMENT AND REPORTING POLICY – 2013

To be reviewed: 2016

RATIONALE:

Assessment identifies the extent to which students have learnt and can apply knowledge, skills and behaviours. Formative, Summative and Evaluative assessment enables student-centred planning decisions to be made in order to generate improved future learning experiences. Reporting communicates individual student achievement, focusing positively on student progress, personal and interpersonal skill development, and identifying areas for further improvement and future learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
- Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

AIMS:

- To continuously work to improve student performance.
- To identify each student’s strengths and needs.
- Assessment will provide feedback to the student and information to the teacher.
- To use assessment data to plan for future learning, at the individual, group and school level.
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- To monitor the ongoing progress of students towards the intended course goals and assess the achievement of relevant standards.
- To provide students and staff with opportunities to reflect on their practice and learning.
- To provide useful information to parents about student achievement through a variety of communication means.
- To assist in the transfer of information from one stage of learning to the next, including year level and school to school.

IMPLEMENTATION:

**Teachers implement their assessment program:**
- In daily classroom practice.
- In using formative, summative and evaluative tests.
  Formal assessment mandated by the CEO (eg. Naplan), student self assessment and Portfolios.
- Targeted testing is agreed to at the school level. This includes pre and post testing in Literacy and Numeracy (*as per the Assessment Schedule*)
- Informal assessment may take the following forms: observations; anecdotal records; peer assessment; written presentations and reports; work samples or oral presentations.

REPORTING:

Formal written reports are issued to parents at the conclusion of each Semester using the N-Forma software package. Parents are provided with the opportunity to attend formal Parent/Teacher Interviews twice yearly and appointments may be set up to discuss any concerns at other times upon parent or teacher request.

Some students have formal Program Support Groups (PSG’s) meetings which are held regularly to review and plan goals. PSG meetings may include the parent/s, class teacher, Student Services coordinator, specialists (CEO and others), LNSLN aide and the Principal as appropriate.

**Reports include:**

- Assessment of levels of achievement of the knowledge, skills and behaviours in the three inter-related components of Personal, Physical and Social growth; the Disciplines and Interdisciplinary capacities.
- Teacher comments about the student’s attitudes and values being developed and/or in need of improvement in these areas of learning.

EVALUATION
This policy will be reviewed as part of the school’s three year cycle plan.