



COBURN PRIMARY SCHOOL



ASSESSMENT & REPORTING

POLICY - 2015

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, helps to identify areas of exemplary performance and identify those in need of support and assistance.

Aims:

- To report school and student performance accurately and comprehensively to all stakeholders.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.
- To empower children and include/involve them in their own learning.

Implementation:

- Schools are responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Teachers are required to assess current base lines of achievement for all goals in order to establish a student's Individual Learning Plan. These are recorded in the program areas of Literacy, Numeracy, Social, Behavioural and Attendance.
- Teachers continually revise and prioritise the individual goals set for students.
- Assessments will be used to identify future lessons and directions, rather than simply a prelude to reporting achievement.
- Classroom teachers will follow relevant sub-school assessment schedules and administer appropriate assessment to measure student achievement.
- Teachers will include a variety of assessment strategies in teaching programs to provide sources of information about student achievement. These may include tests and assignments, projects, performance observations and discussions.
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the Coburn Report Writing Style Guide to ensure consistency across the school.
- Report will be sent home to all families at the end of each Semester.
- Teachers will use the data they collect to make judgements about, and report on, student achievement.
- Student support groups will help develop Individual Learning Plans containing learning goals in each subject area for each student.
- Progress towards learning goals will be assessed and reported by the classroom teacher.
- The school will provide all required performance data to DEECD and the community by means of the School Council's annual report.

When staff are setting individual goals, teachers need to consider:

1. The student's current level of performance
2. The student's strengths and abilities
3. The student's needs at their current stage of education
4. Parent/career input
5. The need for goals to be challenging, measurable, achievable and functional
6. The need for goals that encourage active participation with others

Evaluation:

This policy will be reviewed as part of the school's three year review cycle.

This policy was last ratified by School Council in....

July 2015