



Mernda Primary School 0488

REPORTING STUDENT ASSESSMENT RESULTS POLICY

RATIONALE

To support Mernda Primary in developing school-based policies and procedures so that appropriate assessment reports can be provided to the school, parents/carers or the community.

POLICY

Student Report Cards for parents are confidential documents that schools produce twice a year to:

- Provide parents with a clear picture of their child's progress and how they compare to others within the school and state.
- Report student achievement in Years Prep (Foundation) to 10. The only exception to this is where the school offer programs for students with disabilities as well as children placed on the English as an Additional Language (EAL) continuum.

Note: When parents receive a report card twice a year they are also invited to a parent-teacher interview to discuss their child's progress. The mid-year reports are to be handed out prior to the three way conferences in the last week of term two. End of year reports are given out towards the end of term four. An interview can be arranged with the appropriate teacher at a suitable time upon request.

Important: Mernda Primary designs curriculum, assesses and reports student progress against the AusVELS. Towards the end of a term teachers make an overall judgment about student progress at the dimension level, using the standards and progression points see: [Student Reports - Mandated Components of Report Cards](#).

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3,5,7 and 9 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. These test results are used by:

- Students and parents to discuss achievements and progress with teachers.
- Teachers to identify students who require greater challenges or additional support.
- Schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy.
- School systems to review programs and support offered to schools.

Victorian Government School Performance Summary aims to provide parents a clear overview of how government schools are performing in Victoria. Each performance summary provides:

- Overall results of students and how the school compares with other Victorian government schools (taking into account its student intake).
- Student outcome results for the latest school year, as well as the last four years (when available) as well as a detailed breakdown of the areas that were measured.
- School comparison data to other schools, that identifies whether a school (taking into account its students) is performing higher than, lower than, or broadly similar to other schools.

Each school also provides a 'What Our School Is Doing' statement, which provides context for the data contained in each school's performance summary and outlines the school's achievements and plans for the future.

Schools also need to prepare an Annual Report to inform parents and the wider school community of the school's successes, activities and achievements throughout the year see: School Accountability and Improvement Framework.

Note: To access the performance summaries and school annual reports see: [Victorian Registration and Qualifications Authority \(VRQA\) State Register](#).

National reports indicate the performance of student cohorts as a whole against agreed national standards and targets as well as informing the design and implementation of improvement strategies by the education system see:

- [Resources - Assessment](#) (Note: National Literacy and Numeracy Benchmarks are available on the Assessment for Learning Curriculum Corporation)
- [The National Reports on Schooling in Australia](#)

Mernda Primary uses the English Online Interview system to generate a wide range of reports related to AusVELS (at student, class and school levels) or level diagnostic reports. These reports can improve a student's learning by providing data to inform teacher planning, reporting and resource allocation.

Note: At the start of each year all Prep (Foundation) students are assessed using the English & Numeracy Online interview (this assessment is optional for Year 1 and Year 2 students). The interview is a one-on-one session between the teacher and student with the teacher recording the responses in an online system. This interview assesses student against all modes of English AusVELS (Reading & Viewing, Writing, Speaking, Listening and Numeracy). Prep (Foundation) year students are also tested on a Short Term Auditory Memory test (STAM).

See: [English Online Interview](#) and [Mathematics Online Interview](#) These resources:

- Are accessible by all teachers in Victorian government schools during a defined 4 week period at the start of each year.
- Contains a wide range of support materials for administering the interview.

DEPARTMENT RESOURCES

For more information:

- On assessment, see: [Student Learning – Assessment](#)
- On NAPLAN, see: [VCAA](#)
- For parents about student report cards, see: [Primary School - Report Cards](#), [Secondary School - Report Cards](#)

EVALUATION

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

This policy was ratified by school council on:	20 th April 2015
--	-----------------------------