



# Assessment and Reporting Policy

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To outline how the School will undertake assessment, monitoring and recording of each student's performance and how it will communicate with families regarding the academic development of their children.

**Purpose:** To maintain compliance with the Education and Training Reform Act 2006, Australian Education Regulations 2023, Australian Education Act 2013 and the Victorian Registration and Qualifications Authority (VRQA) Minimum Standards and Requirements for School Registration

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**Scope:** Curriculum Committee, School Coordinator (Principal), teachers (including casual relief staff), volunteers, parents and students

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**Implemented by:** School Coordinator (Principal), Teachers, Curriculum Committee

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**Approved by:** Parent Group, LC Board

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**Communicated via:** School website, staff induction, enrolment agreement, staff meetings

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**Reviewed:** Every three years or as legislative changes or improvements are identified

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## Overview

Learning Co-operative values reporting on student progress as an important element of the learning and teaching process. Reporting within the school community will be provided to students and families both formally and informally throughout the year.



## Purpose

At Learning Co-operative the purpose of regular reporting and assessment is to:

- to improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.
- to assist in program planning by identifying areas of need.
- to empower each individual student to take ownership over their learning and allow students the opportunity to undertake appropriate self-assessment.
- inform families and students of the progress of each individual student twice yearly
- ensure compliance with legislated reporting requirements and government reporting obligations
- encourage parents to work in partnership with the school to support their child's education

## Roles and responsibilities

The Board is responsible for:

- Ensuring there are processes in place that enable the school to plan for, and achieve improvement in, student learning outcomes

The Coordinator is responsible for:

- Ensuring this policy is fully implemented

Teachers are responsible for:

- Undertaking all required assessment and reporting of students within their subject areas
- Discussing any concerns with individual student or cohort progress with other teaching staff and the Coordinator
- Participating in ILP meetings to review progress

Families are responsible for:

- Following the Concerns and Complaints Policy if they feel concerns regarding their child's academic progress are not being adequately addressed.



- Participating in ILP meetings to review progress

## Implementation

Internal Reporting and assessment will take the form of:

- Students in Prep will have an ongoing Student Portfolio prepared by the school that will provide photos and work samples linked to the outcomes of the Victorian Curriculum.
- From Level 1 onwards the school will prepare two plain-language student reports per year which are readily understandable and provide an accurate and objective assessment of each student's progress and achievement including written descriptors and a five-point scale.
  - In Levels 1, student reports will be levelled against the Victorian Curriculum literacy and numeracy standards twice per year.
  - From Levels 2-6, student reports will be levelled against the Victorian Curriculum literacy and numeracy standards twice per year and all other learning areas will be levelled at least once per year. A minimum amount of work in each learning area must be completed for the student to receive a levelled outcome.
- ILP meetings will be offered with families in both the beginning and middle of year. These are intended to be a chance for families and students to discuss with teachers the student's experiences and achievements and a chance to discuss future goals and aspirations.
- School Participation in the National Assessment Program (NAPLAN) will be offered to parents of children in Level 3 and 5.
- Follow any other requirements as determined by State and Federal Governments.
- Provide all required performance data to the community by means of an annual report.

## Student progress concerns

At various times students may progress academically at a faster or slower pace than their peers. The way that we execute our program is designed to meet the needs of all students irrespective of their academic level, however there may be times when concerns are raised.

Teachers who have concerns regarding a student's progress are required to do one or all the following:



- Discuss the concern with the Coordinator
- Make an appointment to meet the student's parent(s) as soon as possible to review the ILP or other strategies identified. (Minutes of the meeting will be recorded and stored in the school's Student Management System.)
- The ILP will be signed by a parent/guardian, the Teacher and the Coordinator and a copy will be kept in the student's file.
- The ILP will be reviewed at least twice yearly.

Parents who have concerns regarding their child's progress are encouraged to do one or all the following:

- Make an appointment to meet the child's teacher as soon as possible.
- Work in partnership with the school to identify goals and strategies that will support the student.
- If required, attend a meeting with the Coordinator and student's Teacher (s) to discuss the implementation of an ILP.
- Follow the school's Concerns and Complaints Policy if they feel concerns regarding their child's academic progress are not being adequately addressed.

## Related Policies

- Concerns & Complaints Policy
- Enrolment Agreement

## Related Documentation

- Victorian Curriculum F-10 - Revised curriculum planning and reporting guidelines May 2023