



Kunyang
Primary School



IB Assessment Policy

PURPOSE

Assessment at Kunyang Primary School informs all teaching and learning. It is dynamic, continuous and embedded in daily classroom practice. We undertake a range of student assessment and reporting activities to inform and support student learning. Assessment provides information about what students know and can do and guides future learning by providing feedback to teachers, students and parents.

ASSESSMENT

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. Using and reflecting on data also facilitates informed and consistent judgements about the learners' progress and achievements. Assessment identifies the learner's point of need and is an essential part of the instructional cycle as it provides information about student learning and development, as well as a framework for teaching, collaborative planning and self-reflection.

IMPLEMENTATION

Kunyang Primary School recognises the profound influence assessment has on the motivation and self-esteem of students and the crucial influence on learning:

- All Staff follow and use the Assessment and Reporting Schedule. This promotes a whole-school approach to student progress against the Victorian Curriculum and the essential elements of the IB-PYP. This includes regular data discussions with the curriculum learning leaders, Level Teams and class teachers with data coaches and peers. To ensure consistent teacher judgements, the process of moderation occurs throughout the school at designated staff meetings and at collaborative planning meetings.

- Assessment is incorporated into all aspects of planning and daily classroom practices. In addition to the Assessment and Reporting Schedule, teachers conduct ongoing assessments, using a combination of formative, summative and standardised assessments.
- Teachers use a variety of assessment and evaluation strategies and tools to allow students to demonstrate the full range of their learning including the Approaches to Learning.
- Throughout the school, student reflection and self-assessment strategies are implemented to involve students in their own goal setting and learning. Student self-assessment and peer-assessment is an integral part of authentic assessment across the curriculum.
- Students are provided with regular and timely feedback to inform and improve their learning through conferences, demonstrations and focus groups.
- Individual Learning Plans are developed for students requiring additional support in accordance with DET guidelines. These documents establish achievable goals - Abilities Based Learning and Educational Support (ABLES) goals - stating the student's strengths and the targets for their future learning as well as home and school activities that will complement this. This plan will be negotiated (where appropriate) between student, teacher, and parents/carers prior to and during the course of the year.
- Students who are working 12 months below the expected level will have an ILP which will be reviewed regularly by the teacher and shared with parents/carers each Term.
- Students entering Year 1 who are working 6 months below will be placed on an ILP to monitor their progress. This will be reviewed regularly by the teacher and shared with parents/carers each Term.
- All students in Year 3 and Year 5 will participate in NAPLAN. Students with disabilities will have special consideration consistent with the NAPLAN guidelines.
- The school has a system in place for collecting and managing electronic data for student assessments, reports and Individual Learning Plans (ILPs).

REPORTING

Reporting is the process of communicating comprehensive information about student achievement and learning at a point in time. This is conducted in line with Departmental policy and IB requirements.

Reporting communicates comprehensive information about student learning and achievements in different forms to a range of audiences for a variety of purposes. These include:

- **Student Reporting:** schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.
- **School Reporting:** schools report to the local community via their Annual Report, providing a concise summary of the school's achievements and progress.
- **System Reporting:** the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Reporting is a means of communicating what students know, understand and can do. They will communicate clear, individualised and accurate information about a student's learning progress related to curriculum outcomes (Victorian Curriculum). They will clearly identify the areas of strength and areas for improvement for each student.

REPORTING TO PARENTS/CARERS

We communicate information about student achievement and assessment to Parents/Carers in a number of ways.

- **Written Reports:** Parents/carers receive two digital reports (mid year and end of year) based on Victorian Curriculum outcomes.
- **Parent Teacher Interviews:** occur formally in Terms 1 & 3 and then as needed throughout the year. They are designed to give information about the student's progress and needs, answer parent questions and inform parents about the school's programme. They also provide information about the cultural context of the student's learning.
- **Learning Shares/Three-Way Student Conference/Student-Led Tours:** These occur termly and involve the student taking the lead in discussing their learning and understanding with their parents. With guidance and preparation from their teacher, students select and reflect upon a range of work samples, feedback, assessments, and learning tools that showcase their progress. During this time, the student shares their learning journey, identifying strengths and areas for improvement. The teacher is present to support the student throughout the process, ensuring the conversation remains meaningful and constructive. Together, students, parents, and teachers collaborate to reflect on growth and set new learning goals, with each person identifying how they can contribute to achieving these goals.
- **Teacher-Student:** Frequent feedback from teacher to student enables reflection and further refinement of skills through conferences and focus groups.
- **Parent meeting** as required for students on an Individual Learning Plan (ILP).
- **NAPLAN** report for students in Year 3 and Year 5.

- **Student Support Group (SSG)** meeting semesterly for students receiving DIP Funding or being considered and for those students on an IEP.

The Year 6 Exhibition provides the opportunity for students to demonstrate a growing engagement with the five essential elements of the PYP. Students are required to engage in a collaborative transdisciplinary process that involves identifying, investigating and offering solutions to real life issues or problems.

APPENDICES

IB Standards and Practices for Assessment

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

RELATED SCHOOL POLICIES

- IB Academic Integrity Policy
- IB Admissions Policy
- IB Language Policy
- IB Inclusion Policy

REVIEW CYCLE

This policy was last updated on **11/09/2025** and is scheduled for review on **11/09/2028**.

Approved by School Council: