



Assessment & Reporting Statement

Assessment Overview

At Lambert School assessment of student progress and evaluation of teaching effectiveness are ongoing. Staff use a variety of assessment tools to monitor learning progress. Learning assistance programs are used to form a comprehensive support for students requiring intervention or needing extending. Small classes and personal interaction enable feedback to be a constant aspect of teaching in the school.

More formal assessment through assignments, tests and reports are continuously undertaken. An assessment and reporting timeline has been embedded and students are assessed periodically in various literacy and numeracy areas to track progress and identify students who need extension or intervention. Students who are identified as being at risk are provided with extra support with 1:1 intervention. Results from school wide testing are kept on a school database and feedback on areas that require attention is shared with staff.

Assessment of Secondary Students

Students in the secondary school are aware of Australian Curriculum standards requirements and are able to monitor their progress through this and the use of assessment rubrics in their classes. They are also involved in informal teacher responses to their ongoing commitment, skill acquisition and need for support in order to achieve personal and subject goals. Teachers gain feedback from students using a student engagement survey to reflect on their pedagogy and teaching for effective learning approach. In 2019 students have also begun to use self-reflection tools. Teachers are encouraged and expected to assist the less able student achieve satisfying levels of achievement by using alternative strategies, giving extra assistance, intervention support and by active encouragement and reinforcement.

More formal assessment is increased as the students reach senior secondary levels with exams in Year 9 and Year 10. Planning for these exams includes strategies for revision, time allocation and answering techniques. Parents are involved in the assessment strategies via the school's online Learner Management System (LMS) They are informed about homework requirements, due dates, communication/feedback from teachers and can view their child's progress at any time. Parents receive a behavior/attitude report in term 1 and a formal report at the end of terms 2 and 4.

Year 10 students, most of whom move on to other forms of education, receive a School Certificate of Achievement listing subjects completed, a statement of results detailing the awards for each subject.

Assessment of Primary Students

Assessment of student progress in the primary school is ongoing. All work is monitored closely and constant feedback is given in all learning areas. Classes in reading, writing and math are usually in small groups allowing the checking of progress and the identification of areas that need additional time and support. All subjects are regularly monitored with individual, group or class feedback to provide indicators of successful

undertakings and progress or where increased effort or application is required or where understanding was lacking. Year 3, 5, 7 and 9 students participate in the NAPLAN program and other benchmark tests.

Updating Assessment practices

All teachers consult regularly both formally and informally with the Principal and Deputy Principal about success and shortcomings in the learning program. This discussion may focus on individual students who need additional support or who lack motivation. Support and advice is provided for the resolution of these problems. Frequently staff consult with parents personally before and after school in person or by phone or email. Parent teacher formal interviews are held mid-year for secondary students and at the end of first term for the infant class.