



Poonindie Community Learning Centre ASSESSMENT AND REPORTING POLICY

Our school aims to provide a supportive and stimulating learning environment where students are challenged to achieve their personal best. Therefore, our assessment and reporting practices encourage, assist and enhance the learning of our students. This is best done through a working relationship between parents, teachers and students based on open, honest and constructive communication.

Teacher professional judgement continues to be the foundation of quality assessments of student achievement. Deciding a student's achievement level continues to be a matter of teacher professional judgement against the Australian Curriculum Standards of Achievement. Teachers refer to various Department for Education regulated benchmarks in Learning Areas to assist them with assessing and reporting student achievement.

Teachers work at understanding where students are up to in their learning-including their current knowledge, skills, learning difficulties and misunderstandings - to identify the next starting points for teaching.

Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making.

Teachers assist students to monitor their own learning and set goals for future learning. Teachers regularly use a moderation process for determining where each child is at in their learning and to assist them with finalising a grade for each student in each learning area twice a year.

Reporting to parents aims to provide information about their child's learning strengths, areas for improvement, social development and the effort children put into their learning and it may include information about what parents can do to support their children's further learning.

REPORTING between home and school includes the following communications:

1. Acquaintance or Meet/Greet Night

A school acquaintance night is usually held early in the first term, particularly if new staff members begin teaching at the school or a number of new families begin at the school.

During the evening, teachers will include information about the learning program to be used in their classrooms. During the information session assessment and reporting procedures for the year may be discussed.

2. Parent - Teacher Interviews

Twice a year parent-teacher interviews are offered.

The first of such interviews is to take place before the end of Term 1 and is offered by the teacher. It is compulsory for parents to attend. If appointments have not been made for the end of the first term, the Principal/nominee shall request follow up meetings early in term 2.

The second parent/teacher interview may take place in Term 3 and may be requested by teacher or parent.

Interviews are made by appointment. Samples of children's work, reflecting significant stages of learning across the curriculum throughout the year, will be available to parents during these interviews.

3. Written Reports

Teachers will complete written reports at the end of Terms 2 and 4.

Student achievement is based on 5 achievement levels A-E or word equivalents: Excellent, Good, Satisfactory, Partial or Minimal for Year 1-7. Reception students will be issued with a report that does not have A-E levels assigned to their achievement.

If there is a class with more than 10 students in a particular year level, parents can ask the school to provide written information that clearly shows your child's achievements. *This information will show you the number of students in each of the 5 achievement levels.*

Students with disabilities may be exempt from receiving A-E achievement levels or the word equivalents areas if this exemption has been documented in their Negotiated Education Plan (NEP). Reporting for these students will be against a modified curriculum as stated in their NEP.

ANNUAL ASSESSMENT PROCEDURES across the site

High priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. To enable this to happen all staff have access to a broad range of student achievement data to analyse, study and display either as individuals and/or as a cohort.

School attendance is monitored through the daily roll and entered into EDSAS system.

Behavioural data is collected centrally and entered into EDSAS.

The school will at times access and use resources beyond the school to ensure that the learning needs of individual students are being met.

Tailored, early and sustained interventions are in place for students identified as requiring additional support.

1. Naplan Test

All students in Years 3, 5 and 7 students are expected to participate in NAPLAN tests in early May. From 2019 these tests will be conducted online except the Year 3 Writing test.

Students who are absent on any day of a test during the testing week will be given the opportunity to do it during the scheduled timetable for catch up testing.

Students may be exempted for one or more of the tests but this will only happen if the appropriate form is completed by the parent/caregiver and given to the Principal at least 3 weeks prior to the sitting date of the test.

Students with significant intellectual or complex disabilities are given the opportunity to participate in testing, should their parent/carer wish that they do so, however they may be exempted from sitting the national test.

Students with a language background other than English, who have arrived from overseas less than a year before the test, are given the opportunity to sit the test but may be exempted by the Principal in consultation with the parent/caregiver.

2. Running Records Data

Every students in Reception, Year 1 and 2 have their Running Record achievement collated for entry on EDSAS at the end of term 1 & 3.

Reports are provided to the school after the data has been collated and analysed. This process allows more comprehensive information to be provided to classroom teachers to inform teaching and assist in identifying children needing additional support.

4. Year 1 Phonics Screening

All children in Year 1 will be screened to ascertain if students are developing the phonics knowledge they need to be successful in their reading, spelling and writing programs. The test is aimed at checking student decoding abilities. The test is administered by the class teacher on a one-to-one basis and takes between 5-7 minutes. The results will provide the teacher with information to inform their learning program for the class and individual students in Literacy.

5. PAT Maths & PAT Reading (Progressive Assessment Testing)

In September, all students from Year 3 to 7 are required to complete the online testing program provided by ACER. The main use of the PAT is to provide additional information for teachers who are designing learning programs for students-it is not necessarily a tool that is reported in detail to parents. Results are used by teachers to guide conversations with the students about their learning, including their strengths and weaknesses. The Department of Education has set benchmarks for each level that students should achieve and these are used to track and monitor student growth over a 12 month period between tests.

6. Early Years PAT testing

Our school chooses to pay for this online testing to be carried out with our Year 1 and 2's in Maths and Reading in September. The information is used by teachers to inform their teaching and learning program and is not generally to be used to report to parents. It can be useful data for teachers to pick up on early concerns for student learning and provide information to implement an intervention strategy in the Early Years.

In addition to the testing programs that are mandated to take place across each site by the Department for Education, teachers also plan and program regular assessments with and for students in each learning area as required. Assessments can be formative or summative and can be carried out in a variety of ways with students eg peer assessment, self- assessment, personal reflections, journals, checklists, surveys, with ITC, weekly tests, rubriks etc.

Together with the school wide data that is collected over the year teachers are well placed to be making professional judgements about each child's learning journey in order to provide families with an overall picture of their achievements.

Additional resources, strategies and information can be found at:

www.education.sa.gov.au/teaching/assessment

This policy was endorsed by Governing Council on 8th February, 2012
It was reviewed in 2015 and again in June 2018