



St Joseph's School

PETERBOROUGH

ASSESSMENT & REPORTING POLICY

Assessment is used to evaluate student development and performance. Assessment should be used to plan and further support for the child's learning. St Joseph's School follows the SACCS Policy "Assessment and Reporting of Student Achievement".

"Assessment and reporting procedures encourage students to strive for excellence within their own potential for achievement. Students are likely to succeed when they know explicitly what is expected, what they have achieved and what is needed for further progress."

- (SACCS 1998 Assessment and Reporting of Student Achievement)

AIMS

Assessment and reporting supports teachers to:

- determine the level of understanding, skills and knowledge attained by the student
- determine specific learning needs and program accordingly
- design and facilitate learning opportunities according to the interests, challenges and characteristics of learners

Assessment and reporting supports students by:

- providing them with meaningful and accurate feedback to enhance student learning
- informing students of their progress so they are able to set personal goals and evaluate their achievements through self-assessment.

Assessment and reporting supports parents/caregivers to be:

- informed about the curriculum, their child's progress in all areas of learning and development.
- informed about their child's strengths and challenges in all areas of learning.
- informed about the learning program for their child

Assessment and reporting is comprehensive, balanced and ongoing:

- assessment can be formative, providing feedback to students, so they can continue the development of skills, knowledge and understanding.
- formative assessment provides feedback to staff and parents, so that learning needs can be addressed.
- assessment can be summative, determining the overall development of concepts, skills, knowledge and understanding.

Assessment and reporting and compliance:

- Assessment and Reporting enables us to comply with the Schools Assistance Act (2004).

At St Joseph's School the Australian Curriculum will be used as the basis for teacher judgment and for assessment and reporting student achievement

Assessment criteria and tasks will be determined as part of the planning process and will relate specifically to learning outcomes and will be reported on in student reports to parents (both formal and informal). Teachers are required to assess and report on all students in all curriculum areas.

ASSESSMENT TECHNIQUES

There are many sources of information that can be used to assess student learning. Teachers are encouraged to use a variety of assessment strategies that will allow them to accurately measure/evaluate/review student achievement and best inform their future teaching. These include:

- diary or log of thoughts and plans
- observation of students at work
- conferencing or talking to students
- analysis of students' products / presentations of oral or written texts.
- anecdotal records
- observation grids
- features lists
- audio and video recordings
- student-self assessment notes
- collections of work samples
- working models and devices
- portfolios of designs and finished work
- documented and researched appraisal of outcomes
- assessment rubrics
- checklists for outcomes/skills
- individual curriculum policies may outline further assessment options

Teachers are encouraged to embrace and use other assessment tools to inform their teaching to best cater for student's specific learning needs such as:

- Phonics Check Year 1
- NAPLaN tests
- PAT (Progressive Assessment Tool) Testing Data
- RELaT
- Dibels
- Speech pathology and other assessments as required and organised by parents

FORMAL WRITTEN REPORTS

Written reports will be sent home at the end of Term 2 and Term 4 for R-9. 7-9 Students will also receive a Mid Semester Report in Terms 1 and 3. Parents/caregivers will be provided with a summative overview of the year's work based on the student's knowledge, understanding, and skills as measured against the Australian Curriculum. These reports will:

- be provided in writing at least twice a year followed by an opportunity for parents to discuss the report with the teachers
- use plain English that is easy for parents to understand
- show relative achievement of students as directed by the action request by parents as per Personalised Plan for Learning (PPL)
- indicate the relative and comparative achievement of the child against the child's peer group (i.e. the school year level) (upon request)
- include the required statement provided by the Federal Minister for Education, Science and Training:

'You can ask the school to provide you with written information that clearly shows your child's achievement in the subjects studied in comparison to that of other children in the

child's peer group at the school. This information will show you the number of students in each of the achievement levels A-E'

FORMAL MEETINGS

Discussions with parents/caregivers will be conducted in Term 1 (compulsory) and Term 3 (optional). This is carried out in the format of a Student/Parent/Teacher conference. This is a time when parents/caregivers are formally invited to meet their child's classroom teacher to reflect on their child's development.

Parents will already have received much information about their child's achievement via other formal and informal mechanisms and as a result, the discussion will become a time to discuss strengths, celebrations, areas to develop and to make plans for continued growth.

Students will participate in the discussion as part of the Parent/Student/Teacher conference. Students are given the opportunity to share their learning, growth & challenges with their parents. There is then time for the Parent & Teacher to discuss their child's progress privately with the Teacher only.

Teachers are encouraged to affirm the parent's role in their child's education, as St Joseph's School sees parents to be the 1st educators. Furthermore, teachers are expected to inform parents of how they intend to facilitate learning opportunities to extend the child's knowledge, skills and understandings.

INFORMAL MEETINGS

Individual teachers may meet with parents/caregivers when necessary. Parents are invited to make an appointment for meeting with the teacher. Teachers need to make themselves available to meet with parents at appropriate times before and after school.

EVIDENCE-BASED ACCOUNTABILITY

At St Joseph's School we believe that 'evidence-based' assessment is central to accountability and assessment for further learning. Therefore, teachers must have data to improve student learning.

Teachers must focus on highly effective teaching programmes. Teachers need to:

- have high expectations for students
- recognise and cater for the diverse range of needs in the class
- be based on assessment for learning using informative and diagnostic information
- encourage maximum student engagement by personalised learning
- continuously track and monitor student achievements
- recognise that parents are seen as the first educators and keep them informed about their child's progress at school.