

	Topic:	Assessment and Reporting Policy
	Policy No:	2-B
	Policy Area:	Education
	Originally Released:	2016
	Date for Review:	2020

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RATIONALE

At St Mary's School, the approaches to learning and teaching are based on the premise that all students are capable of learning, that learning should take place in inclusive classrooms where teaching strategies are employed allowing students to be effective learners, to empower students to value their own learning and to pursue personal excellence. Assessment is an integral part of the learning cycle.

Assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At Mary's School, the staff employ a range of formative and summative assessments, which demonstrate student achievement.

At St Mary's School, the purposes of assessment and reporting are:

1. To promote, assist and improve student learning
2. Provide data to show progress and achievements of individual students or groups of students
3. To maximise learning for all students through the belief and practice that assessment and reporting are an integral part of teaching and learning, within a balanced curriculum
4. To provide students with the opportunity for revision and future planning

DEFINITIONS

Assessment is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning.

Reporting is the process of communicating the outcomes of assessments to parents, carers and students.

(School Curriculum and Standards Authority)

PRINCIPLES

The principles of assessment and reporting at St Mary's School are:

1. Assessment should be an integral part of teaching and learning.
2. Assessment should be educative.
3. Assessment should be fair.
4. Assessment should be designed to meet their specific purpose.
5. Assessment should lead to informative reporting.
6. Assessment should lead to school-wide evaluation processes.

(School Curriculum and Standards Authority)

PROCEDURES

1. Staff at St Mary's School must adhere to the Assessment Overview. Please refer to Appendix A.
2. Teachers must submit their Records and Evaluation File to the Principal in Terms Two and Four. The Principal will meet with the teachers to discuss the written feedback.
3. Students will be provided with regular feedback in regards to their learning from the staff. This feedback will be formal and informal, written and verbal. The feedback will be explicit, related to learning intentions and success criteria, and will be delivered in a timely manner.
4. All forms of assessment will inform future teaching and learning programmes and school based planning – Strategic Plan, Evangelisation Plan, Annual School Improvement Plan, Aboriginal Education Plan and Curriculum Plan.
5. At St Mary's School, reporting will be formal and informal.
6. At St Mary's School, we will report to parents using the following modes:
 - End of each semester, Kindy Portfolios will be sent home
 - End of each semester, Pre Primary Work Sample Folders will be sent home
 - Once a term, Year One to Six Test booklets sent home
 - End of Term Two and Four, Reports for Kindy to Year Six sent home
 - End of Term Two, compulsory Parent/Teacher Interviews for Kindy to Year Six
 - End of Term Four, requested Parent/Teacher Interviews for Kindy to Year Six
7. Semester Reports for students from Years One to Six will be generated using the SEQTA program.

8. Students in Years One to Six will receive an overall grade (A to E) for their achievement in each learning area on their Semester Report. The five point grading scale is:
 - A - The student demonstrates excellent achievement of what is expected for their year level
 - B - The student demonstrates high achievement of what is expected for their year level
 - C - The student demonstrates satisfactory achievement of what is expected for their year level
 - D - The student demonstrates limited achievement of what is expected for their year level
 - E - The student demonstrates very low achievement of what is expected for their year level

9. Students in Pre Primary will receive an overall description for their achievement in Religious Education, English, Mathematics and Science on their Semester Report. The five point achievement scale is:
 - Exceptional - The student demonstrates exceptional achievement given the expectations for this year level
 - Exceeded - The student has exceeded the achievement expected for this year level
 - Expected - The student demonstrates the expected achievement for this year level
 - Working Towards - The student is working towards the achievement expected for this year level
 - Not Yet Demonstrated - The student has not yet demonstrated the expected achievement for this year level

10. Semester Reports for students in Kindergarten will be generated using the school based designed template.

11. Parents will be provided with a paper copy of their child/children's Semester Reports. A paper copy will be filed in the Student Files, and a pdf copy saved on the school network. Electronic copies will also be archived in SEQTA.

12. The staff of St Mary's School will examine and analyse the National Assessment Program Literacy and Numeracy (NAPLAN) and Bishops' Religious Literacy Assessment (BRLA) data on a yearly basis. This data and analysis will be used to formulate the Curriculum Plan for the following year.

13. The Principal will provide the school community, through the School Newsletter, an overview of each year's NAPLAN and BRLA results.

14. Copies of individual NAPLAN and BRLA Reports will be filed in the Student Files. Staff can also access the data through APPRAISE program.

15. Students on an Individualised Education Plan (IEP) will have their achievements reported against the outcomes set in the IEP. The standard Semester Report will not be completed.

16. References to a student's Curriculum Adjustment Plan (CAP) will be made within the corresponding learning area on the Semester Report.

17. IEP and CAP Parent Teacher Meetings are conducted once a semester at St Mary's School. At these meetings, student achievements, goals, areas of development, guidance and support are all discussed. The Learning Support Co-ordinator, Classroom Teacher and parent/s are all present at the CAP Meeting. The Principal will also attend the IEP Meetings.
18. Results from Pre and Post testing in Mathematics will be provided to the Principal at the end of each term for the generation of Effect Size and discussion between the Classroom Teacher and Principal.

APPENDIX A – ASSESSMENT OVERVIEW

Year Level	Term One	Term Two	Term Three	Term Four
K/PP	<u>Literacy</u> OLI (Pre Primary) SOCS (Kindergarten Speech Assessment) Writing Sample (Pre Primary)	<u>Literacy</u> Writing Sample (Pre Primary)	<u>Literacy</u> Writing Sample (Pre Primary) Running Records (Pre Primary)	<u>Literacy</u> PIPS (Pre Primary) SOCS (Kindergarten Speech Assessment) Writing Sample (Pre Primary) Running Records (Pre Primary)
	<u>Maths</u> OLI Pre Primary			
1/2	<u>Literacy</u> Observational Survey: Letter Identification, Concepts About Print, Duncan, Burt Reading, Writing Vocabulary, Hearing and Writing Sounds in Words (Year 2 February & Year 1 March) Lexile Reading Test (Year 2 at level 28) Inventory Prose (Year 2 at level 28) Writing Sample Words Their Way Spelling Test South Australian Spelling Test PAT Test (Reading)	<u>Literacy</u> Running Records twice in term Lexile Reading Test (Year 2 at level 28 at end of Term 2) Inventory Prose (Year 2 at level 28) Writing Sample Words Their Way Spelling Test	<u>Literacy</u> Running Records twice in term Inventory Prose (Year 2 at level 28) Words Their Way Spelling Test Writing Sample	<u>Literacy</u> Observational Survey: Letter Identification, Concepts About Print, Duncan, Burt Reading, Writing Vocabulary, Hearing and Writing Sounds in Words Lexile Reading Test (Year 2 at level 28) Inventory Prose (Year 2 at level 28) Writing Sample Words Their Way Spelling Test South Australian Spelling Test PAT Test (Reading)
	<u>Maths</u> MAI (Number) Pre and Post Maths Test (teacher made)			

Year Level	Term One	Term Two	Term Three	Term Four
3/4	<u>Literacy</u> Observational Survey: Letter Identification, Concepts About Print, Duncan, Burt Reading, Writing Vocabulary, Hearing and Writing Sounds in Words (Year 3 at risk—level 19 or below—February) Running Records (Inventory Prose) Lexile Reading Test Words Their Way Spelling Test PAT Tests (Grammar) PAT Tests (Reading) South Australian Spelling Test	<u>Literacy</u> NAPLAN Year 3 Running Records (Inventory Prose) twice in term Lexile Reading Test (at end of Term 2) Words Their Way Spelling Test	<u>Literacy</u> Running Records (Inventory Prose) twice in term Lexile Reading Test Words Their Way Spelling Test	<u>Literacy</u> Observational Survey: Letter Identification, Concepts About Print, Duncan, Burt Reading, Writing Vocabulary, Hearing and Writing Sounds in Words (<i>Year 3 at risk - level 19 or below</i>) Running Records (Inventory Prose) Lexile Reading Test South Australian Spelling Test PAT Tests (Grammar) PAT Tests (Reading) Words Their Way Spelling Test
	<u>Maths</u> MAI (Number) Pre and Post Maths Test: teacher made	<u>Maths</u> Pre and Post Maths Test: teacher made NAPLAN Year 3	<u>Maths</u> Pre and Post Maths Test: teacher made <u>Religion</u> Bishops' Religious Literacy Assessment Year 3	<u>Maths</u> Pre and Post Maths Test: teacher made
5/6	<u>Literacy</u> Running Records (Inventory Prose) Lexile Reading Test Words Their Way Spelling Test PAT Tests (Grammar) PAT Test (Reading) South Australian Spelling Test	<u>Literacy</u> NAPLAN Year 5 Running Records (Inventory Prose) twice in term Lexile Reading Test (at end of Term 2) Words Their Way Spelling Test	<u>Literacy</u> Running Records (Inventory Prose) twice in term Lexile Reading Test Words Their Way Spelling Test	<u>Literacy</u> Running Records (Inventory Prose) Lexile Reading Test PAT Tests (Grammar) PAT Test (Reading) Words Their Way Spelling Test South Australian Spelling Test
	<u>Maths</u> MAI (Number) Pre and Post Maths Test: teacher made	<u>Maths</u> Pre and Post Maths Test: teacher made NAPLAN Year 5	<u>Maths</u> Pre and Post Maths Test: teacher made <u>Religion</u> Bishops' Religious Literacy Assessment Year 5	<u>Literacy</u> Running Records (Inventory Prose) Lexile Reading Test PAT Tests (Grammar) PAT Test (Reading) Words Their Way Spelling Test South Australian Spelling Test