



ASSESSMENT AND REPORTING POLICY

Ratified November 2015

*All children have the right to learn
Everyone is treated respectfully
We all have the right to feel safe*

WE VALUE:

*Teamwork, Respect, Responsibility,
Persistence and Honesty*

Assessment

'All teachers are required to assess students' learning and collect data about students' achievement of Australian Curriculum standards. This data will be used to inform the teaching, learning and assessing cycle to support improvement and progress in students' learning achievements.'
DECD Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10 June 2013

- ◆ **Data Collection Schedule:** All prescribed assessments are described in the Data Collection Schedule, including appropriate levels of tests, and administration timelines.
- ◆ **Assessment Data Collection:** All assessment data collected throughout the year should be collated in an orderly manner, and in a way that facilitates and leads into future planning. The principal will review student assessment with the classroom teacher throughout the year.
- ◆ **Independent Learning Plans:** All students who have an identified learning need, either by a professional practitioner or the teacher, are to have a site based Independent Learning Plan (ILP) or a DECD One Plan. These plans outline the concerns and recommendations for the student, and learning targets and goals. Each plan is to be reviewed term by term. Parents have the right to view and discuss the plan with the classroom teacher.

Reporting Schedule

'All educators Reception–Year 10 are required to report formally twice per year in writing to students and their families about each student's progress. Progress should be reported in relation to the achievement standards for all implemented learning areas of the Australian Curriculum, using plain language that is easy to understand and grades A–E or word equivalents. At this stage, there is no requirement for schools to assign A–E grades or word equivalents in reporting on students in the Reception year.'
DECD Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10 June 2013

Students with a DECD One Plan also do not have A-E grades assigned.

- ◆ **FORMAL STAFF INTRODUCTIONS** occur in Term One at Acquaintance Night. Parents and teachers are encouraged to communicate and meet whenever the need arises. Geranium Primary School values parent/student/school partnerships and regards collaboration as essential for improving student learning outcomes.
- ◆ **WRITTEN REPORTS** will be provided to parents at the end of term 2 and term 4 as required by DECD. Indicators on the report are determined by the teacher, based on what the student has had the opportunity to learn during that semester. These indicators are based on the achievement standards of the Australian Curriculum. Included in the written report will be a summary of students' attitudes and work practices.
- ◆ **PARENT INTERVIEWS** are conducted at the end of term 1, at which time the parent is given their child's portfolio. At the end of term 3 Parent interviews are made available, and occur at either the parents' or teacher's request. Interviews provide an opportunity to share information about student achievement across all subject areas. Interviews can take the form of a two-way (parent/s and teacher) or three-way (parent/s, teacher and student) interview.
- ◆ **STUDENT PORTFOLIOS** are prepared and sent home at the end of term 1 and term 3. These are to include work samples that provide parents with an idea of the work covered, and their child's achievement. They will include teacher and student selected work samples and other evidence of achievement (ie: Certificates) The portfolios are then returned at the beginning of term 2, and emptied and returned at the beginning of term 4.
- ◆ **OTHER OPPORTUNITIES** for reporting students' achievement occur throughout the year. Some of these include; newsletters, performances, displays at school, special occasion days etc.

Geranium Primary School Data Collection Schedule

	Completed by	Test Name	Administration
Term 1	Week 5	Waddington Spelling	R-7
	Week 5	I Can Do Maths	R-2
	Week 9	Phonological Awareness	R-1, until complete
	Ongoing	Reading Recovery Levels via Running Records	R-2
	Ongoing	Sight Words	R-2, until complete
	Rubrics to support other learning areas where appropriate		
	Interviews and Portfolios at end of term		
Term 2	Week 3	NAPLAN	3, 5, 7
	Week 9	Phonological Awareness	R-1, until complete
	Ongoing	Reading Recovery Levels via Running Record	R-2
	Ongoing	Sight Words	R-2, until complete
	Rubrics to support other learning areas where appropriate		
	Formal Reports		
Term 3	Week 9	I can Do Maths	R-2
	Week 9	Pat Maths Online	3-7
	Week 9	Pat R: Comprehension Online	3-7
	Week 9	Phonological Awareness	R-1, until complete
	Ongoing	Reading Recovery Levels via Running Records	R-2
	Ongoing	Sight Words	R-2, until complete
	Rubrics to support other learning areas where appropriate		
Portfolios and Interviews by request			
Term 4	Week 4	Waddington Spelling	R-7
	Week 9	Phonological Awareness	R-1, until complete
	Ongoing	Reading Recovery Levels via Running Record	R-2
	Ongoing	Sight Words	R-2, until complete
	Rubrics to support other learning areas where appropriate		
	Formal Reports		

Formal assessment results from the above data collection schedule are reported to families through Parent Interviews and Reports.

In class assessments may be communicated via the school diary or other means as appropriate.