



Koorana Primary School

Reporting and Assessment Policy

Introduction

Schools communicate with parents and carers throughout the year to ensure that they are well informed about their child's achievement and progress. Schools and teachers report formally with an end of semester report and informally throughout the year in a variety of ways. At Koorana Primary School our reporting processes include end-of-semester reports, a teacher / parent meeting at the end of Semester 1 (focus on Maths, English and Attitude; Behaviour and Effort), and teachers report informally about their students' learning and development in a variety of ways tailored to the needs of the family and the school community.

Purpose

The purpose of this policy is to set the requirements and guidelines for reporting on students' achievement for Pre-primary to Year 6 in the context of Koorana Primary School. Our Assessment and Reporting Policy specifies how we as a staff:

- provide individual students with feedback on their learning;
- use student achievement information to plan future learning programs;
- make judgements of student achievement in relation to expected standards;
- administer prescribed National, State and system assessments;
- communicate with parents about student achievement and progress;
- report to parents for each student at the end of each semester; and
- distribute to parents prescribed National, State and system assessment reports.

Assessment and Reporting

Assessment is the process of gathering information about students and their learning and making judgements 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.

Principles of Assessment

At Koorana Primary assessment:

- is an integral part of Teaching and Learning
- is educative
- is fair
- is designed to meet specific purposes
- leads to informative reporting
- leads to school wide evaluation processes

The Curriculum

The Melbourne Declaration on Educational Goals for Young Australians (2008) and the Australian Curriculum identify eight learning areas:

- English;
- Mathematics;
- Science (including Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences);
- Humanities and Social Sciences (including Civics and Citizenship, Economics and Business, Geography, History);
- The Arts (including Dance, Drama, Media Arts, Music, Visual Arts);
- Languages;
- Health and Physical Education; and
- Technologies (including Design and Technology, Digital Technologies).

The Australian Curriculum (Pre-primary to Year 10) is being developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in three phases:

- Phase 1 comprises English, Mathematics, Science and History (a component of Humanities and Social Science);
- Phase 2 comprises Geography, Languages and the Arts; and
- Phase 3 comprises Health and Physical Education, Technologies, Economics and Business, and Civics and Citizenship.

The Pre-primary to Year 10 Phase 2 and Phase 3 Australian Curriculum will only be implemented once the curriculum is in a form that is suitable for Western Australian schools and the achievement standards, work samples and judging standards support materials are fully developed.

Given the phased development of the Australian Curriculum, Koorana staff will be teaching some learning areas from the Australian Curriculum supplemented by learning areas described in the former Western Australian Curriculum Framework. As the Australian Curriculum is developed, it will gradually replace the Curriculum Framework in Western Australia (Appendix A outlines the Australian Curriculum and WA learning areas).

Requirements and Guidelines for Koorana Primary School

Providing students with feedback on their learning

We acknowledge quality feedback provided in a timely manner improves student outcomes. Feedback at Koorana:

- directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement
- occurs during learning, while there is still time to act on it
- addresses partial understanding
- does not do the thinking for the student
- limits corrective information to the amount of advice the student can act on

Using student achievement information to plan future learning programs

Our assessments practices:

- are underpinned by the Assessment Principles
- have clear assessment criteria that have been made known to students
- provide opportunities for students to demonstrate what they can do, know and understand
- align directly with the curriculum and use a variety of assessment strategies
- address the diverse needs/abilities of students, including those from EAL/D backgrounds, gifted and talented students and students with disability
- inform the student and the teacher about what needs to be learned next

Teachers utilise information gained through quality assessment tasks to plan at an individual, group or whole class level. Teacher judgement and system assessments are used to drive whole school improvement processes.

Making judgements of student achievement in relation to expected standards

Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers should make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time will be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement will be allocated a C grade or satisfactory achievement.

At Koorana Primary we:

- Employ a moderation process, and utilise the materials provided by the School Curriculum and Standards Authority (including annotated work samples), to validate teacher judgement referenced to the expected standards. Our moderation process includes cross school work with at least two other primary schools, and is explicitly linked to the Principles of Assessment. Common assessments tasks are developed collaboratively.
- Use frequent, embedded assessments within the classroom
- Use assessments designed by individual teachers for their own students
- Use the occasional benchmark assessment
- Use summative assessments, and prescribed National and State assessments

Administering prescribed National, State and system assessments

The staff at Koorana Primary adhere to policies and procedures that govern these forms of assessment. Parents are informed of the assessments prior to them be administered. Parents make informed decisions about their child's participation in such assessments - should they wish to withdraw their child then they follow the processes required at both a system and state level.

Communicating with parents about student achievement and progress

We use a variety of strategies to communicate individual achievement and progress with parents. Parent meetings, emails, communication books, student work annotations and learning journeys are some of the strategies used to keep parents informed.

Teachers develop and implement a plan for students not progressing as expected for year level in English and Mathematics (parents are informed of, and involved in the development of plans). Teachers contact parents of students who will receive a 'D' or an 'E' well in advance of the end of a reporting period ('C' is progressing as expected for year level).

Whole school achievement and progress is reported to the Koorana School community via:

- The Annual Report
- The school newsletter and website
- Principal reports to the School Board and the Parents and Citizen (P & C) Group
- The Department of Education Schools Online function

'Like school' data and system expectations are used to make on balance judgements about student achievement and progress.

Reporting to parents for each student at the end of each semester

Parents and carers are provided with plain language reports twice a year. In addition to reporting students' achievement in the eight learning areas, reports to parents include information relating to the development of other student attributes that influence learning.

Our reports:

- are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;
- include an assessment of the student's achievement against any available standards
- include, for learning areas studied, an assessment of the student's achievement reported as A, B, C, D and E (or an equivalent five-point scale) against clearly defined, specific learning standards
- include a teacher assessment of the student's attitude, behaviour and effort
- include an overall teacher comment

Parents and carers, on request, can also be provided with their child's achievement relative to the performance of the student's peer group.

Parents or carers of a student undertaking a modified curriculum (documented learning plan) are encouraged to meet the school staff (class teacher and Learning Support Coordinator) to negotiate and document any variation to the reporting of the student's achievement.

Semester 1 Reports	Semester 2 Reports
Reports out to parents Wednesday 1 July	Reports out to parents Tuesday 15 December.

Distributing to parents prescribed National, State and system assessment reports.

Parents and carers receive these reports within the mandated release dates. Teachers of classes / students involved in these assessments review performance information and where appropriate (when there is a clear discrepancy in student performance from teacher judgement) contact parents and caregivers prior to the release date of reports. Semester One reports are discussed with parents during parent interviews at the end of Semester One. Semester Two reports are sent home with students in sealed envelopes. Should parents and caregivers need more information about the assessment then they are to make a mutually agreeable time to meet with their child's teacher. If required Line Managers can be involved in these discussions.