



3.3.1 Assessment and Reporting Policy (Primary)

Introduction

South Coast Baptist College is committed to providing an excellent education program that enables students to develop the necessary knowledge, skills and understandings to achieve and thrive. Assessment and reporting are; integral to the achievement of high-quality learning outcomes for our students, essential components of the teaching and learning process at the College and vital to the way students think about themselves and are engaged in the process of learning. Assessment and reporting processes are consistent with the school's stated values and beliefs about learning and teaching.

Audiences for information include students, parents/ guardians and/or carers and, teachers as well as the broader education community – the school and State and Commonwealth Governments.

In implementing this Assessment and Reporting Policy, all members of the South Coast Baptist College community are required to ensure that Information Privacy Guidelines are adhered to and that records are managed and preserved appropriately.

Purpose

This Policy provides direction relating to assessment and reporting at South Coast Baptist College. It recognises that to improve student learning outcomes, it is essential that assessment and reporting practices are consistently integrated into teaching and learning processes in every year of schooling. Also, through this Policy, accountability requirements can be met at student, school and Government levels.

Scope

The Assessment and Reporting Policy is intended to apply to all learning and teaching for which the College is responsible including learning and teaching undertaken by partner organisations where the school is responsible for quality assurance. In such cases, this policy serves as a guide for the expectations of South Coast Baptist College.

Definitions

At South Coast Baptist College our definitions for the terminology in relation to assessment are as follows:

Assessment – the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Diagnostic assessment – assessment used to analyse/examine the knowledge, understanding and skills of the students. Provides clear indications of what a student can or can't do and informs subsequent teaching and learning experiences.

Formative assessment – regular assessment which informs practice and monitors student's progress and understanding. Learning intentions, success criteria and effective feedback are all critical parts of formative assessment.

Summative assessment – a summary of what is known by the student and teacher, it guides teaching by informing long term planning and revision. It can be used to gauge the success, or otherwise, of students allowing for feedback to students, parents and teachers. Summative assessment can guide reflection and assist revision.

Targets / Achievement Standards – these are the prescribed levels of achievement as defined by SCSA (either School based, or Curriculum linked) that all students are working towards in their year of schooling. These are standardised.

Goals – these are the steps that are negotiated with students (informed by assessment) to help the student progress towards their achievement standard or target. Goals are personalised and map how students get from where they are towards the relevant achievement standard or target.

Learning intentions – clear statements about what we want students to understand from their learning experiences to achieve their potential. A clear, child-speak statement communicated to students in their lessons.

Success Criteria - keys to determine a student's achievement. Clearly presented statements about what a student needs to demonstrate in order to achieve the learning intention for the lesson. They can also be used in a rubric to allow for diagnostic, formative and summative feedback to teachers and students. I can... is a useful stem for constructing success criteria.

Feedback – Timely reflection on current progress. Feedback can be given through various methods (scores, verbal, written etc.). It should be balanced (positive and negative) and be given at the point of need. Feedback can be given to individuals, small groups, whole class and parents.

Rubric – A rubric is an assessment tool, which indicates the continuum of achievement; contain fair, achievable and objective criteria.

Reporting is the process by which assessment information is communicated in ways that assist students, parents, teachers, the school and the community in making decisions by providing information about what students know and can do, along with recommendations for their future learning.

Responsibility

South Coast Baptist College Board

The Board has a responsibility to:

- work with the Principal of the College to ensure this Policy is implemented and monitored.

Principal

The Principal has a responsibility to:

- approve the implementation of this Policy;
- allocate responsibility for developing and implementing the policy;
- ensure that information about the Policy and School action is accessible to and enacted upon by all members of the school community;
- ensure that teachers are supported to implement this policy effectively;
- show leadership in identifying and developing good practice;
- facilitate the development of a school report. The type and style of report and its intended audience needs to be considered;
- ensure that school assessment and reporting practices are regularly monitored, reviewed and evaluated;
- support transition of students between levels of schooling and different schools;
- manage and preserve accurate records of assessment practices and student assessments; and
- communicate aggregated data to the school community and the Board; and
- ensure that the Policy is in line with the mandated SCSA requirements for assessment and reporting

Teachers

Teachers have a responsibility to:

- work with colleagues to contribute to a coordinated whole school approach to assessment and reporting;
- facilitate the implementation of this Policy within their area;
- develop skills and understanding of assessment practice;
- ensure that their assessment practices are valid and reliable;
- monitor student learning as well as the effectiveness of their own programs, teaching methods, record keeping and assessment tasks;
- develop students' knowledge, skills and understanding of effective assessment reporting methods;
- build up a complete profile of each student as an individual;
- maintain and share relevant records of student progress;
- plan tasks and activities which provide evidence that particular learning outcomes have been achieved;
- report student progress and achievement to parents and/or caregivers as outlined in this Policy; and
- report student achievement as required to State and Commonwealth Government bodies.

Students

Students have a responsibility to:

- contribute to discussions about assessment processes;
- assess their own learning and that of their peers; and
- respond to assessments made by peers, teachers and others.

Parents

Parents have a responsibility to:

- communicate relevant information that may affect their child's learning;
- take advantage of opportunities to be informed or to learn about assessment procedures;
- provide feedback about assessment practices in relation to their impact on their child;
- respond to issues raised by the student or the school during the reporting process; and
- contribute to the development and review of the Assessment and Reporting Policy.

Principles

Professional knowledge about assessment and reporting is regarded as a key professional skill for teachers. Teachers at South Coast Baptist College are supported in developing these skills through initial and continuing professional development.

The following principles underpin all assessment and reporting practices at South Coast Baptist College:

1. Effective teaching and learning practices rely on assessing and reporting strategically.

This means that teachers:

- use their professional judgement to make decisions about student learning progress;
- develop assessment, common moderation tasks and reporting plans as part of the teaching and learning program;
- will not over-assess; they identify aspects of the content and skills to be assessed within each topic or unit of work;
- monitor the range of assessment and reporting methods used, including a mix of diagnostic, formative and summative assessment;
- plan opportunities for students to learn the skills and develop the knowledge required to be successful in formal or recorded assessment tasks;
- describe students' progress towards the Achievement Standards;
- are responsive to students' learning needs;
- include selected "point in time" assessment tasks. e.g. NAPLAN;
- monitor development and record students' progress;
- use the information gained from assessing as a basis for reporting; and for future programming and teaching.

2. Effective assessment and reporting of student achievement requires a coordinated whole school approach.

This means that at the College we:

- reflect current knowledge of child and adolescent development;
- address all areas of development;
- use assessment and monitor practices which show consistent development from year level to year level;

- use assessment consistently within the school;
- assess in a time efficient and manageable way;
- plan for assessment at all stages of curriculum planning and implementation;
- explore, develop and implement appropriate ways of reporting learning outcomes student progress to the School community;
- provide clear information to students and parents / guardians and/or carers about how assessment and reporting occur at the School;
- encourage a partnership between students, parent / guardians and/or carers and teachers to improve learning and support growth;
- review and reform assessment and reporting practices regularly.

3. Effective assessment and reporting practices are equitable.

This means that:

- students have the opportunity to demonstrate what they know, understand and can do in a variety of ways;
- assessment practices are inclusive of culture, ethnicity, gender, language, socio-economic status, disability and age;
- learning goals are explicit and clearly stated
- students are engaged in authentic assessment tasks; and
- students are taught the skills and develop the knowledge to participate fully in the processes of assessment and reporting.

4. Effective assessment and reporting require the use of a comprehensive range of methods and strategies.

This means that:

- assessment strategies are part of and flow naturally from, well-structured activities;
- teachers use valid and reliable assessment tasks or activities;
- teachers explicitly teach students the skills to be successful in a range of assessment methods;
- teachers expect students to succeed in a range of assessment activities;
- teachers use a range of assessment activities and methods to promote learning;
- South Coast Baptist College's plans incorporate the trialing and development of new ways of assessing and reporting;
- teachers adopt assessment methods and strategies appropriate to the age and stage of development of their strategies; and
- The Primary School uses a variety of reporting strategies to meet the needs of different audiences.

Guidelines for Reporting

South Coast Baptist College has both formal and informal methods of reporting to parents. Formal reporting timelines include:

SEMESTER 1 Whole Class Meetings with parents Parent / Teacher Individual Meetings	Curriculum Adjustment Plan (CAP) meetings PP – 6 Formal Semester 1 Report Kindergarten Learning Statement
SEMESTER 2 (format once changed) NAPLAN reports (Years 3 & 5) Parent-teacher interviews	CAP meetings PP – 6 Formal Semester 2 Report Kindergarten Learning Statement

CAP Meetings

For students with disabilities who are following a Curriculum Adjustment Plan, South Coast Baptist College will discuss the individual progress of a student in a parent-teacher-child meeting with the Deputy Head of Primary (K-2) or Deputy Head of Primary (3-6).

Parent/Teacher Individual Meetings

Parent Teacher Meetings in the middle of the academic year provide an opportunity for teachers and parents to identify areas of strengths and potential growth for students. Teachers have had a chance to observe, assess and note their child's potential and staff provide honest feedback so that parents and teachers can work together to help the student to make the best progress they can.

Written Reports

- Term 1 individual parent/teacher year commencement meetings (as requested by parents and/or teacher/s).
- Parent / Teacher Interviews are held mid-year annually.
- Semester 1 Reports Pre-Primary to Year 6 / Learning Statement Kindergarten.
- Semester 2 Reports Pre-Primary to Year 6 / Learning Statement Kindergarten.

South Coast Baptist College's Student Reports aim to provide:

- clear, comprehensive and consistent information;
- reporting against all the Western Australian Curriculum for all Curriculum areas, as required by SCSA, and Bible and Christian Studies for all year levels Pre-Primary to Year 6;
- Learning Statement for Kindergarten each Semester in line with the Western Australian Kindergarten Curriculum Guideline;
- clear information about a student's strengths and weaknesses;
- a common reporting scale;
- details of absences; and
- An outline of student achievement against the SCSA achievement standards

The reporting scale used in the school for Year 3 to Year 6 semester reports (Western Australian Curriculum) is:

Letter Grade	Achievement Descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very Low	The student demonstrates very low achievement of what is expected for this year level.

*An alternate word scale is used with Pre-Primary to Year 2 reports in-line with SCSA guidelines.

All reports include:

- An assessment of the student's achievement in terms of the grades A, B, C, D and E, Pre-Primary to Year 2 use an equivalent five-point scale/achievement word descriptor), clearly defined in terms of Western Australian Achievement Standards.
- Information about the student's attitude, behavior and effort in terms other than the five-point

scale which is used as a measure of achievement.

- Additional information the school considers relevant, including an overall teacher comment, and attendance.
- All Pre-primary to Year 6, school reports are to include a description of the student's progress in personal and social learning.

NAPLAN Reporting

Students in Year 3 and 5 participate in the on-line National Assessment Program – Literacy and Numeracy. Results from NAPLAN tests are sent to schools for distribution to parents. The personal report tells how a student is achieving compared to:

- other Western Australian students in Years 3 and 5.
- the national average score on the NAPLAN test.
- the minimum standard expected of students at that year level when tested.
- the percentage of students who achieved at or above national benchmarks.

Informal Reporting

Whilst a Semester Report is a means of reporting against standards, South Coast Baptist College encourages other methods of communicating student progress. These may include:

- parent meetings;
- well-coordinated homework plans;
- a communication book which enables parents, teachers and students to enter messages and comments;
- regular school newsletters and emails;
- class newsletters;
- student presentation nights;
- open days; and
- curriculum discussions at meetings.

Legislative Requirements

Federal

- Australian Curriculum

State

- Western Australian Curriculum

Sources

- SCSA (Schools Curriculum and Standards Authority Western Australia) Reporting on Student Achievement 2017
<http://k10outline.scsa.wa.edu.au/home/policy/policy-standards/reporting-on-student-achievement>
- AITSL National Teacher Standards (2012) AITSL National Principal Standards (2012)
<http://www.education.vic.gov.au/studentlearning/assessment>

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