PORT AUGUSTA WEST PRIMARY SCHOOL
Assessment and Reporting Policy
(Review 2024)

BELIEF STATEMENT

We believe students, parents, staff and Department for Education have the right to receive information regarding students' progress through the school Assessment and Reporting procedures. Teachers will provide appropriately challenging and supportive curriculum, pedagogy and assessment for all students to optimise their engagement, challenge, progress and achievement, inclusive of Aboriginal students, students for whom English is an additional language or dialect (EALD), students with disabilities, students in care and gifted and talented students who require differentiation, adjustments, modifications, provisions, resourcing, to engage them in their learning.

PURPOSE FOR ASSESSMENT AND REPORTING

Assessment and reporting is an important part of the learning process. It :
- helps teachers respond and plan appropriate curriculum which addresses individual student needs and allows tracking of individual students' progress
- raises student awareness to their own learning achievements and identifies their areas for growth
- informs parents about the academic, social, emotional, intellectual and physical progress and development of their child

ASSESSMENT

Teachers are encouraged to use the DfE Curriculum Resource to plan and deliver all three dimensions of the Australian curriculum including the learning areas, general capabilities and cross-curriculum priorities for planning, teaching and assessing student learning. Teachers will provide students with opportunities to engage with and achieve in all learning areas of the Australian Curriculum at relevant year levels. They will use a range of assessments including summative assessment (assessment of learning), formative assessment (assessment for learning) and assessment as learning and assessment for learning.

TYPES OF ASSESSMENT THAT WILL BE USED

Assessing student learning may include:

- Student self-assessment
- Peer assessment
- Students conferences
- Anecdotal records
- Teacher observations
- Class tests
- Checklists
- Rubrics
- Student work samples
- Feedback (verbal and written)
- Whole school testing
- Phonological Awareness Screening Measure
- Phonics Screening Check
- RWI assessments
- Big Write and Cold Write assessments
- NAPLAN
- PAT (PAT-R, PAT-M, PAT Comprehension and PAT Punctuation and Vocabulary)
- Big Ideas in Number assessments
- DIBELS

REPORT CARDS

End of Semester Report Cards will contain a subject summary of each learning area, with additional comments in Literacy, Numeracy and General comments by the teacher. A student comment will also be included. The Assessment Schedule is summarised in the school 'Data Collection Timeline' which is reviewed at the start of each school year.

REPORTING

All teachers Reception to Year 6 will report formally twice per year in writing, to students and their parents/ carers about the students' progress and achievement in relation to the Australian Curriculum achievement standards for all learning areas using the grades A – E (except Reception students), and a grade A – E for Achievement.

In addition, teachers will use descriptive reporting to provide detailed information about the student's engagement and achievement, about what they have learnt, what they need to learn next and how the teacher, student and parent/ carer can support these next steps to happen. When writing the end of year report, the grade and comment will reflect student achievement across the whole year. The midyear report will reflect student achievement against the achievement standards taking into account what has been taught to that point in the year. Teachers will be engaged in 3 way Parent – Teacher – student interviews about their learning in a formal interview at the end of term 1 each year, with the option of a second formal interview in term 3.

REPORTING TO PARENTS CALENDAR

Term One:	Week 1 – Class overviews for the term sent home Week 9 - 3 - Way Interviews *(held over Monday, Tuesday, Wednesday. Monday to 8:00pm, Tues and wed to 5:00pm)* Weeks 3, 6, 9 – Assembly presentations of student work Regular ongoing communication through SeeSaw App
Term Two:	Week 1 – Class overviews for the term sent home Week 7 – Written reports due to Leadership Week 8 – Leaders read and edit written reports Week 9 – Written reports sent home Weeks 3, 6, 9 – Assembly presentations of student work Regular ongoing communication through SeeSaw App
Term Three:	Week 1 – Class overviews for the term sent home Week 9 – Optional 3 Way Interviews *(parents to negotiate times with individual teachers)* Weeks 3, 6, 9 – Assembly presentations of student work Regular ongoing communication through SeeSaw App
Term Four:	Week 1 – Class overviews for the term sent home Week 7 – Written reports due to Leadership Week 8 – Leaders read and edit written reports Week 8 – Annual presentation of Trophies (excellence) Week 9 – Written reports sent home Weeks 3, 6, 9 – Assembly presentations of student work Regular ongoing communication through SeeSaw App

ONGOING COMMUNICATION TO PARENTS

Parents/carers can request an interview to discuss any aspect of their child's education and schooling at any mutually convenient time.   Teachers will communicate with parents in a timely matter through :

- Phone calls to report student progress (academic, social, behavioural)
- Diary notes
- Emails
- Meetings
- Being available before or after school
- Seesaw
- Newsletter

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SUGGESTED INTERVIEW TOPICS WITH PARENTS AT THREE WAY CONVERSATIONS
(Teacher leads the conversation. Student compliments the information presented at the interview. Parent asks questions to the teacher and student).

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1. Welcome and Introductions. Outline the format of the interview.

2. Parents browse through student books whilst teacher talks to parents.

3. Academic achievement in each area of study.

4. Academic, Social, Emotional, Physical, Intellectual, Psychological development of the student.

5. Preferred learning style and behaviour (eg, group, lone, peer, etc) *(This is also an opportunity to update One Plans).*

6. Extra-curricular activities and school roles taken by the student.

    Student goals achieved this term.

7. Student strengths.

8. Areas for student growth and how the class program will address these.

9. Suggested ways the home can support the areas identified for student growth.

10. Any other areas or information to communicate to parents.

11. Any other questions and issues from any person.

12. Thank you and an open invite to communicate with teacher at any time *(stating the most effective ways).*