



POLICY DOCUMENT

Ratified by Staff: May 2022

Ratified by Governing Council: July 2022

Review Date: July 2024

ASSESSMENT AND REPORTING POLICY

RATIONALE

Trinity Gardens School is committed to a culture of improvement. Staff strive for excellence in providing quality teaching and learning for all students in line with Department for Education policy and directions. Assessment is the process of identifying, gathering, and interpreting information about progress in student learning.

Principles of Assessment and Reporting

1. Students are activated as owners of their learning through a variety of formative assessments, including participation in self-assessment to engage in their own learning journey and influence the process of teaching and learning.
2. Teachers develop assessment and reporting plans as part of the teaching and learning program to inform practice.
3. A coordinated whole school approach is used in assessment and reporting to provide clear information to students and parents/caregivers about learning progress. This will provide opportunities for all stakeholders to actively participate in the process.
4. Formative and summative assessment strategies will be used to assess student progress.
5. Differentiated assessment strategies are used to meet the needs of individuals.
6. A comprehensive range of strategies appropriate to the age and stage of students' development are used. Students are formally taught the skills to be successful in a range of assessment processes.
7. Assessment procedures that support and enhance the relationship between teacher and student and relationships among students are used.

The purpose of **assessment** includes:

- Improve the learning outcomes of all students
- Provide students with authentic, timely feedback on their learning on which to base progress
- Provide information about whether the learning intention has been achieved and to determine next steps for teaching
- Identify what students know, understand and can do against the Australian Curriculum standards

Assessment should encourage, assist and enhance the learning of all students.

The purpose of **reporting** is to:

- Provide information to students, parents, caregivers and teachers about students' learning progress and achievement

Teachers will assess and report student learning progress and achievement in all areas of study across the curriculum. Assessment practices will be developed in line with the stated curriculum objectives and standards.



Teachers are responsible for:

- Negotiating with students the assessment, recording and reporting procedures that meet the learning needs of individuals and groups of students.
- Clearly defining the assessment criteria to be used when establishing the assessment task.
- Developing students' knowledge, skills and understanding of effective assessment for and of learning and reporting methods.
- Developing students' ability to engage as owners of their learning and building effective, reflective and questioning skills through formative assessment strategies.
- Maintaining and sharing relevant records of student progress.
- Planning learning opportunities which provide evidence that achievement standards have been met.
- Supporting each student to achieve mastery.
- Reporting student progress and achievement to students, parents/caregivers as outlined in this policy.
- Reporting student achievement as required by the Department for Education.
- General Comment to include student progress against English and Mathematics Achievement Standards and elaborations, and more broadly other learning areas and general capabilities.
- Character count range for general comment is 600-1000. General comment has a minimum of 600 characters but can go up to 1000 characters. General comment should not exceed this range.
- Providing a student reflection on their goals for the semester. (Year 3-6 Mainstream)
- Communicating with parents/caregivers, **student progress concerns**, before week 8 Term 1 and again between weeks 5-8 term 2 and 3 and by week 5 of Term 4. This includes class teachers and specialist teachers. Specialist teachers to meet by week 7 term 2 & 4 to determine which students will get a D and/or E grades. A discussion will be held between specialist teacher/s and the classroom teacher to arrange who will make the phone call to parents. Class teachers are not obligated to make calls regarding D grades given by **specialist teachers**.

REPORTING TO PARENTS AND CAREGIVERS

The reporting of student progress to parents and caregivers is an ongoing process and open communication between school and home is always encouraged.

During the year, teachers are encouraged to communicate with parents and caregivers in a variety of ways for example: class newsletters, emails, showcasing of student work, grandparent day, posting student learning on electronic platforms, such as See-Saw. All classes are required to use an electronic platform to communicate student progress.

As a general guide, teachers to share/revisit/reset student goals, strategies and achievements in week 1 and 6 of each term.

PARENT-CAREGIVER/TEACHER/STUDENT CONFERENCES

- All classroom and specialist teachers are available to negotiated times to meet with parents or caregivers.
- Parents/Caregivers are advised of these conferences with sufficient time to make appropriate arrangements.
- In term 1 dates and times of appointments are organised through an electronic booking process.
- Other opportunities can be negotiated with individual teachers as required throughout the year.
- It may be appropriate for some part of a discussion that only teacher and parent are involved.



Appendix 1: Procedures for Parent-Caregiver/Teacher/Student Conferences

Term 1

1. Reception teachers conduct parent/teacher interviews in Week 5 of Term 1.
2. Year 1-6 teachers conduct parent /teacher interviews in Week 9 & 10 of Term 1.
3. Technical Support SSO/Cassie create a parent teacher interview event using online booking system in Week 3 Term 1
4. Year 1-6 teachers to prepare students to participate in a 3-Way Conference by providing them with the TGS 3-way conference proforma (either hard copy or power point) to record the information shared at the interview.
5. Week 5, Term 1, Technical Support SSO/Cassie create a new parent teacher interviews event using online booking system which includes classroom and specialist teachers and shares information with staff (with Tuesday week 10 allocated for late night interviews).
6. Week 6, Term 1, teachers access the online booking system to enter their availability and times for interviews.
7. Weeks 7-8, Term 1, information regarding parent teacher interviews is distributed to the school community using Newsletter and Skoolbag and parents complete online bookings.
8. Tuesday week 9 there is no staff meeting and teachers are given the option of one late night till 8pm where leadership is onsite to support them.
9. Week 10 has a staff meeting but no other meetings where possible.
10. Teachers provide admin with a copy of their interview schedule for the week indicating finish times each night.
11. Teachers individually negotiate with their line manager to be present at any potentially sensitive interview sessions to support the individual teacher

Term 2-4

Upon request from parents/carers, teachers are to be available for interviews. A mutually agreed time needs to be made rather than an impromptu before and after school catch up. It is essential teachers request an interview with parents/carers if they are concerned about any aspect of a child's schooling. Please request a member of the Leadership team to attend any meeting at which you may feel it necessary. If you are in a meeting that becomes difficult, do not put yourself in an unsafe situation. Terminate the meeting informing the parent that you will need to consult with the Principal and another meeting time can be arranged.



Appendix 2: Student 3-way conference proformas

Years 1-2

<p>I am good at:</p>	<p>I need help with:</p>
<p>My goal/s are:</p>	<p>What I enjoy about school:</p>

My name is:

This is a picture of me.

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Principal: Brenton Conradi



Years 3-6

NAME: _____ CLASS: _____	
<u>My strengths are:</u> (e.g. spelling, technology, sport)	<u>Areas to improve:</u> (e.g. problem solving in maths, confidence, being organised)
<u>My learning goals are:</u> <u>Literacy:</u> <u>Numeracy:</u>	<u>My next steps are:</u> <u>Literacy:</u> <u>Numeracy:</u>
<u>I have enjoyed:</u>	<u>Support that I will need at school & home:</u>
<u>General Comments:</u> General Capability - Personal and Social Capability e.g. student builds and maintains relationships, treats others with courtesy and respect, demonstrates the ability to be independent, manages time effectively.	



Appendix 4:

Assessment and Reporting Strategies

- Range of formative assessment strategies
- Moderating and analysing student work
- Observing students
- Student-teacher interactions
- Student led conferences
- Student peer and self-assessments
- Student work samples
- Interrogation of data from PASM, reading running records, reading comprehension, Brightpath and maths tasks/assessments
- PAT Maths and Reading assessments
- NAPLAN
- Collecting information from families and others



Appendix 5:

Report Timeline – Term 2 & 4

REPORT TIMELINE - TERM 2 2021

PLEASE STICK TO THE TIMELINE PROVIDED, RESPECTING WORKLOADS

*(if your reports are ready **BEFORE** the due date please advise Miranda so that Leaders have an opportunity to look them over immediately)*

Week 5	Tuesday	TEACHERS Report writing time <u>NO STAFF MEETING</u>
Week 7	Monday	SPECIALIST TEACHERS Entering of grades completed
	REPORTS DUE Wednesday	TEACHERS Email Miranda when your reports are ready for editing MIRANDA Print summary reports for leadership to check (see list of Leadership checking your reports over page)
Week 8	Wednesday	LEADERSHIP Advise teachers of any changes/edits that are required
	Friday	TEACHERS Editing completed by teachers Email Cassi advising reports are ready to print
Week 9		TODD & CASSI Prepare for emailing reports to Mainstream & Steiner families
Week 10	Wednesday	CASSI Email reports to Mainstream & Steiner families



REPORT TIMELINE - TERM 4 2021

PLEASE STICK TO THE TIMELINE PROVIDED, RESPECTING WORKLOADS

(if your reports are ready *BEFORE* the due date please advise Miranda so that Leaders have an opportunity to look them over immediately)

Week 3	Tuesday	Teachers Report writing time <u>NO STAFF MEETING</u>
Week 5	Friday	Specialist Teachers Entering Grades completed
Week 6	Monday REPORTS DUE Wednesday	TEACHERS Email Miranda when your reports are ready for editing MIRANDA Print summary reports for leadership to check (see list of Leadership checking your reports over page)
Week 7	Wednesday Friday	LEADERSHIP Advise teachers of any changes/edits that are required TEACHERS Editing completed by teachers Email Cassi advising reports are ready to email
Week 8		TODD & CASSI Prepare for emailing reports to Mainstream & Steiner families
Week 9	Wednesday	CASSI Email reports to Mainstream & Steiner families



Appendix 6: Saint Morris Unit Assessment and Reporting Process

RATIONALE

The St. Morris Unit is committed to a culture of improvement - staff strive for excellence in providing quality education for the students in our care. Assessment is an essential element in providing valuable information about individual student strengths, abilities and progress over time which guides the development of each student during their schooling years.

AIM

To ensure a consistent approach across our site, all teachers will follow the Assessment and Reporting Policy and Procedure documents when assessing and reporting student learning outcomes and goals. Assessment in the St Morris Unit takes many forms and is undertaken at both specific times during the year, as well as incidentally throughout the school day and term, including:

- Observations
- Anecdotal notes
- Checklists
- Parent feedback
- Therapy session summary notes
- Formalised assessment: such as the ROCC rubric, The Developmental Writing Scale (Sturm et al. 2012), the Universally Accessible Emergent Literacy Battery (UAELB) and the ABLES assessment tool set.

The ROCC and ABLES assessments are completed twice a year for all students. They form the St. Morris Unit's key assessment and reporting data in informing individualised SMARTAR goal setting for each student as part of the One Plan development process.

ONE PLAN

All students enrolled in the St. Morris Unit have a One Plan. The One Plan will be developed annually by working in partnership with children/students, parents/carers/guardians and service providers. Learning plans are more effective when all participants contribute to their development. Parents/Caregivers or the school can request additional meetings when necessary and parents/carers can invite relevant stakeholders such as therapists to be a part of this meeting. Individual goals are set and aligned to ABLES and the Australian Curriculum informed by ABLES and RoCC assessment data. These plans document the child's learning and care needs, learning goals and the support they require to access and participate in meaningful curriculum and activities in their educational setting.

REPORTING TO FAMILIES

The reporting of student progress to parents and caregivers is an ongoing process and the St. Morris staff endeavour to have open communication between school and home throughout the year. Teachers communicate with parents and caregivers in a variety of ways for example: class newsletters, emails, school diary, showcasing of student work and posting student learning on electronic platforms, such as See-Saw. During One Plan meetings, teachers share student goals, strategies and progress. Families and carers are also encouraged to share and report to their child's teacher and St. Morris staff how they are going at home or in different environments outside of school. This back and forth sharing of information is valuable in gaining the 'big picture' of each student which can help in better supporting them at school.



Students receive a written report twice a year which documents their achievement and progress against their individualised goals outlined in their One Plan and other teaching and learning documents such as their learning support plan.

Term 1: Individual student goal setting at the One Plan meeting with families/caregivers, and relevant stakeholders e.g. a therapist. Individual goals are set and aligned to the ABLES and Australian Curriculum informed by assessment data.

Term 2: A mid-year written report is sent home at the end of term 2 detailing progress towards achieving goals.

Term 3: One Plan review meetings are offered and the one Plans are updated to reflect the learning goals in response to ongoing assessments.

Term 4: A summative end of year report is sent home at the end of the school year. One Plans are formally published.



Appendix 7: Reporting Exceptions

One Plans and Gifted Students

Teachers will need to adjust the curriculum for some students, including for students with learning plans. Learning plans are plans developed to document the needs of particular students. This includes the One Plan.

In such cases, schools negotiate and document both the student's learning program and appropriate reporting arrangements with the student and their parents/caregivers.

In cases where the student is working at a level below that of their year or band level cohort, for example a year 5 student working at year 3 level or year 3/4 band level, aspects of the student's learning program may be drawn from a year or band level lower than that in which they are placed. This will then include using A to E grades or word equivalents to report the student's achievement against the lower year or band level achievement standard.

This could occur in 1 or more learning areas or subjects and must be noted in the report. In such cases, the intention of the student's learning program, including appropriate interventions, is always to bridge the gap between the student's current achievement and the achievement standards of the year or band level in which they're placed.

In cases where a student is consistently demonstrating an excellent level of achievement, it's desirable to work with the student from the curriculum of the year level in which they are placed and to differentiate the learning program appropriately. If a student's learning program is drawn from a year or band level higher than that in which they are placed, this will include using A to E grades or word equivalents to report the student's achievement against the higher year or band level achievement standard. This could occur in 1 or more learning areas and must be noted in the report.



APPENDIX 8: A-E Word Equivalent Words and Phrases

Grade	Word Equivalent	Words/Phrases – the student has demonstrated ...
A	Your child is demonstrating excellent achievement of what is expected at this year level	<ul style="list-style-type: none"> • high level to apply knowledge, skills and understandings in new contexts • extensive understanding of concepts and key ideas and ability to make connections between them • outstanding development of skills • comprehensive knowledge of content • advanced • exceptional • highly competent • transferring skills to new contexts • proficient
B	Your child is demonstrating good achievement of what is expected at this year level	<ul style="list-style-type: none"> • strong capacity to apply knowledge, skills and understandings in new contexts • some depth of understanding of concepts and key ideas • high level development of skills • thorough knowledge of content • good
C	Your child is demonstrating satisfactory achievement of what is expected at this year level	<ul style="list-style-type: none"> • capacity to apply • adequate understanding and/or knowledge of concepts and key ideas • sound development of skills • appropriate • competent • solid
D	Your child is demonstrating partial achievement of what is expected at this year level	<ul style="list-style-type: none"> • basic knowledge of content • some understanding of concepts and/or some development of skills • is learning to • developing • with support • difficulty with some aspects
E	Your child is demonstrating minimal achievement of what is expected at this year level	<ul style="list-style-type: none"> • beginning capacity to apply knowledge, skills and understandings • beginning understanding of concepts • initial development of skills • limited knowledge of content • starting to • with support (constant/regular)

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