



Gulfview Heights Primary School Assessment and Reporting Policy

Rationale:

1. Assessment and Reporting practices provide valuable information which informs effective and inclusive teaching practices and the development of quality learning programs inline with student needs.
2. Assessment data collection enables student learning to be monitored on an individual, group and whole school basis. It assists us to monitor student growth in relation to the SACSA learning outcomes.
3. Whole school data will be collected and analysed as part of our annual review process. This will inform decision making, review of learning programs, allocation of resourcing, identify areas of improvements and provide opportunity for the school community to celebrate achievements in learning.

Actions:

1. Whole School Data Collection

School wide data is collected in the following areas:

Australian Curriculum/SACSA Achievement

Teachers are required to report against the Australian Curriculum/ SACSA learning outcomes on an annual basis. This is reflected and reported to parents through the Mid Year Progress and End of Year Summative Reports. Data is collated and analysed by DECD and the school for a range of assessment and reporting purposes.

School Entry Assessment

A variety of assessments are used as Reception students enter school. These include a speech and language screen, phonological awareness, name colour recognition, number knowledge and gross motor assessment.

Running Records Data Collection

Running records are a tool for analysing children's reading behaviours. Teachers regularly complete running records to monitor the reading progress of their students. Reading Level data is collected for Year 1 and Year 2 students running records as the assessment instrument. As a school we use the gathered data to inform teaching and learning program and report each child's progress to parents/carers.

Pat R

All students in Year 3-7 sit an annual Pat R test to assess their comprehension skills and progress from one year to another, this test is administered and analysed by teachers on a class basis. This information is used to inform the teachers' literacy program and focus for the explicit teaching of comprehension during the Literacy block. This assessment info is also used to monitor students' progress and determine a level of support and intervention for students not attaining the school level bench levels and targets.

Westwood (Forever) Spelling Test

Students' spelling abilities are assessed using the Westwood Spelling Test (Forever version), see copy and instructions in the Student Intervention Resource Folder. This information is collected twice a year for students in Year 1 to 7, at the beginning of Term 1 and in mid Term 4. It provides further evidence of distance travelled in terms of spelling age.

Australian Curriculum Mathematics Assessment

Students are assessed on an annual basis.
Early years

A tool has been developed to assess students' knowledge in term 4 each year. This test is administered and analysed by teachers on a class basis to inform the teachers' Numeracy program and focus for the explicit teaching of concepts and understandings.

Primary Years

PAT Maths is used to test all students 3-7 assess their numeracy skills and progress from one year to another, this test is administered and analysed by teachers on a class basis. This information is used to inform the teachers' Numeracy program and focus for the explicit teaching of skills, knowledge and proficiency during the Numeracy block. This assessment info is also used to monitor students' progress and determine a level of support and intervention for students not attaining the school level bench levels and targets.

The One Minute test collects information on student's computation skills in regards to speed and accuracy.

2. Reporting to Families

Acquaintance Night

- Teachers share class and school expectations with parents/carers during a 'meet and greet' session.
- General class and behaviour expectations, curriculum information and other specific information to be shared with families through a class booklet.
- Class teachers and NIT teachers will be available for questions during this time.
- Class information sheets/handouts are to be sent home to all families.

Family/Teacher Interviews

- Family/Teacher interviews are offered to all families and provide a forum for sharing information about student learning, social/work habits, areas for improvements, special learning needs and programs, and goal setting for future learning.
- Family/Teacher interviews are offered at the end of Term 1 and Teacher Requested Interviews in late Term 3.
- Teachers are encouraged to involve students in the interview preparation and interview time.
- Teachers are encouraged to make contact with families who have not returned interview notes.
- Teachers will share student's achievements and progress with family members during the interview. Learning needs, behaviour concerns and future learning goals will also be discussed during the interview.

NAPLAN Test Results

- Year 3, 5 and 7 results from the NAPLAN test are sent home to families as they are received from DECS.
- Results are shared with the community through newsletters. A NAPLAN report is presented to our teachers, parents, community and Governing Council through the Annual Report.
- Information sessions for staff and parents will be offered annually.
- Staff will have active involvement in analysing NAPLAN data annually.

Mid Year Progress Reports

- The Mid Year Progress written report summarises each students progress in relation to SACSA / ACARA using achievement levels of A to E i.e. A is Excellent, B is Good, C is Satisfactory, D is Partial and E is Minimal. Grades are given to all areas covered. Strands not yet covered will be identified in the report. Some Strands maybe marked as not evident due to attendance, work not completed or a student being new to the school.
- Mid Year Progress Reports are sent home each year by the end of Term 2.
- Copies of all reports are to be handed to line managers allowing time for reading and endorsement.
- The original copy is sent home to families and a copy is filed in the students file.

End of Year Summative Report

- The End of Year Summative written report summarises each students achievement in relation to SACSA / ACARA using achievement levels of A to E i.e. A is Excellent, B is Good, C is Satisfactory, D is Partial and E is Minimal. Grades are given to all areas covered. Strands not yet covered will be identified in the report. Some Strands maybe marked as not evident due to attendance, work not completed or a student being new to the school.
- The End of Year Summative Reports are sent home annually by the end of Term 4.
- Copies of all reports are to be handed to line managers allowing time for reading and endorsement.
- The original copy is sent home to families and a copy is filed in the students file.