

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 in line 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 SACS 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 DfE and the school for a range of assessment and reporting purposes.

School Entry Assessment (SEA Documents)

The SEA continuum is used by teachers in the early years to collect information about the knowledge, skills, and understandings that children bring to school. Teachers use this information to track children's learning and development in the early years and, based on this information, to plan programs that meet the needs of each child.

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 about Year 1 and Year 2 children's reading levels using 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.

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 6, at the beginning of Term 1 and in mid Term 4. It provides further evidence of distance travelled in terms of spelling age.

School wide data is collected in the following areas:

Numeracy Student Attitude Audit

On an annual basis teachers will gather data about students' attitudes and dispositions towards Numeracy.

The Numeracy Attitude Audit may be completed as an "oral interview" or as a written piece of recording depending on the Literacy skills of the students.

The Numeracy Attitude Audit asks students the following questions:

1. Colour the face that shows how you usually feel in Numeracy.
Why do you feel this way?
2. I think Numeracy is?
3. How do you learn best in Numeracy?
4. What do you want to do more of in Numeracy at school?
5. What are the three most important things in Numeracy?
6. What do you do when a Numeracy problem is too hard?

The information was then collated across the school by the Co-ordinator of Student Learning and used to inform the teaching and learning of Numeracy at GHPS.

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 on this night.
- Class teachers and NIT teachers will be available for questions during this time.
- Class information sheets/handouts are to be sent home to the families who were not able to attend the Acquaintance Night.

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 results from the NAPLAN test are sent home to families as they are received from DfE.
- 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 by Strands 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 by Strands 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.

New Reception Report

- A Progress Report is completed and sent home for all new Reception students after completing their first term at school (Term 2 and Term 4 starters only). It provides valuable information about student attitude and developing work habits, as well as social competencies to participate successfully in the formal years of schooling.
- All Reception students starting in Term 1 and Term 3 will receive a Mid Year Progress Report and End of Year Written Summative Report using the 5 point achievement levels.