



## McDonald Park School ASSESSMENT AND REPORTING POLICY (Updated 2023)

### INFORMATION FROM DfE PROCEDURE AND REPORTING ON AUSTRALIAN CURRICULUM IN DfE SCHOOLS: "ASSESSMENT AND REPORTING FOR SCHOOLS" FOUNDATION TO YEAR 10 PROCEDURE

"Assessment is the process of gathering and interpreting information from a range of evidence to make judgements about learner's knowledge, skills and understanding. Assessment information provides the basis for learner feedback, reporting, the design of future learning.

Reporting is communicating learner's progress, areas of strength and areas for improvement.

This policy is based on the following principles:

- McDonald Park Learner Profile is embedded.
- Students are assessment capable and active learners.
- Assessment and reporting are continuous and integral to planning and implementing relevant programs.
- Consistency occurs across the school particularly reporting strengths and improvements to students and parents.

### REPORTING PROCEDURES FOR OUR SCHOOL

Reporting processes should communicate:

- What the student has learnt?
- What they have achieved according to success criteria?
- What their next steps are?

#### Time-line

<b>Term 1</b>	Week 4 – Acquaintance Night Week 8 & 9 Three Way Conferences - Student / Parent / Staff
<b>Term 2</b>	Week 10 – Mid Year Report/ Student Learning Portfolios sent home
<b>Term 3</b>	Optional learning conference
<b>Term 4</b>	Week 9 - End of Year Summative Report Week 9 - Student Learning Portfolios sent home

#### **Acquaintance Night**

Students bring parents to see the learning they have been doing. General information about the class learning and expectations are distributed on the night. Parents not available to attend should receive this information in another format.

#### **Three Way Conferences**

Students and teachers prepare a report to be shared at the conference, which will include student self assessment and goal setting. Students select work samples to provide evidence of their achievements. Three way conferences will be led by students, with opportunity for staff and parent input.

#### **Student Learning Portfolios**

Student Learning Portfolios, at a minimum, will be sent home each semester to support report content. Work samples will cover mathematics, English and one other learning area each term, with all learning areas covered over the year. All classes should have the following each term, to provide progressive learning samples over the year:

- One literacy work sample

- One numeracy work sample
- One other curriculum area

Specialist teachers are responsible for one work sample per 100 minutes with any one class per year. This should be given to the class teacher well in advance, to allow for folders to be updated (ie prior to week 8).

Teachers will include a summary of the topics / skills covered and direction for future learning, evidence of assessment e.g. annotated work samples, rubrics, student self-assessment.

Student Learning Portfolios may contain samples of student work that are the result of research, draft copies through to good copy, project work or one off pieces.

Senior staff will look at a sample of Learning Portfolios prior to being sent home. To be provided to line manager in week 9 from all classes. Additional learning information may also be shared via SeeSaw communication.

### **Mid Year Report / End of Year Report**

A summary of each child's progress reported against the Australian Curriculum Standards A-E levels will be used to report achievement in all areas of the curriculum at the end of each semester. The report succinctly describes achievements and improvements in each area. The report will also include comments about behaviour and attitude, against learner profile characteristics.

### **Reporting Scale: ACHIEVEMENT**

Indicates level of achievement the student has achieved in each of the learning areas.

- A** - Excellent Achievement of what is expected at this year level
- B** - Good achievement of what is expected at this year level
- C** - Satisfactory achievement of what is expected at this year level
- D** - Partial achievement of what is expected at this year level
- E** - Minimal achievement of what is expected at this year level

### **Reporting Scale: EFFORT**

Indicates level of effort the student has consistently applied to their learning in each area.

- 1** - Excellent effort
- 2** - Good effort
- 3** - Satisfactory effort
- 4** - Partial effort
- 5** - Minimal effort

### **Ongoing Reporting**

- Teachers report information by **contacting parents as required** via Seesaw, emails, diary notices, letters and telephone calls and through meetings and interviews to assist in the development of individual students' educational programs.
- **Additional Interviews** – Teachers to contact parents at any time throughout the year to enable discussion about any issues that may affect the educational program of an individual student (e.g. behaviour problems, academic difficulties, social issues etc). Parents may also request an interview at any time.

### **Additional Information**

When a staff member takes a change in time or extended leave it is his/ her responsibility to provide evidence of student achievement in all areas covered during the time he/ she taught the students. Sufficient information needs to be passed to the teacher replacing them to enable them to effectively report on the child's progress. If the change/ leave is late in the year the teacher may be required to contribute to/ write the summary report.