



ASSESSMENT AND REPORTING POLICY

VISION

Saint David's Parish School is a vibrant, inclusive, Catholic community inspired by St Mary MacKillop fostering faith and learning so as to nurture optimistic, compassionate people of the world.

RATIONALE

Saint David's Parish School has established a strong culture of high expectations, accountability, and review. We believe that all students can learn, progress and achieve.

We aim to develop a culture that is accountable, transparent, and ethical that fosters wellbeing in areas such as assessment, monitoring, and the analysis and use of data.

At Saint David's Parish School, high-quality assessment and reporting practices will:

- provide timely and informative feedback about students' learning progress
- encourage self-reflection, allowing students to actively monitor and evaluate their own learning
- support continuous learning
- take into account and address the diversity of learners
- recognise and cater for the differing needs of individuals and groups

DEFINITIONS

- **Curriculum** - the knowledge, skills and understandings that teachers are expected to teach and students expected to learn
- **Assessment** - the relationship between the student response to learning opportunities, the evidence of learning that has occurred, and the teacher response in regard to further learning opportunities
- **Reporting** - communication of clear, accurate and objective information about student progress and achievement to key stakeholders
- **Stakeholders** – students are the key stakeholders in their learning. Other stakeholders include parents and caregivers, teachers, school, sector and government entities, business and industry partners
- **Valid and Reliable Assessment** – assessment that matches what it is intended to assess and the accuracy of the assessment as a measure

AIMS OF ASSESSMENT AND REPORTING

The assessment and reporting practices at Saint David's Parish School are explicitly centred on the improvement of learning. The Crossways Religious Education Curriculum and Australian Curriculum Achievement Standards are the reference point for assessment and reporting of learning areas at each year level.

The aims for student assessment and reporting are to:

- improve teaching by providing information about what students know and can do
- help students progress their learning and enhance student self-image and self-esteem through meaningful and timely feedback
- provide meaningful information on students' strengths, learning needs and achievements
- inform decision-making about learning programs and priorities for curriculum development
- monitor and assess students' efforts and attitudes towards achieving intended learning outcomes
- regularly provide parents/caregivers with information on their child's progress
- allow parents/caregivers and students to celebrate achievements and identify growth areas

PRINCIPLES OF ASSESSMENT AND REPORTING

The three characteristics of validity, reliability and accessibility should inform assessment design to ensure relevant, accurate and equitable appraisal of all student performance as well as facilitate meaningful discussions between teachers, students and parents about a student's learning goals.

Valid and reliable assessment data can also be useful for teachers and school leaders to review student learning within a class or year level and plan for whole school teaching and learning improvement strategies including professional learning and action research.

Validity: The congruence between curriculum and assessment, a wide scope of possible achievement, and the accuracy and transparency of the assessment tool, including criteria.

Reliability: The accuracy, consistency, and impartiality of the assessment design.

Accessibility: the mindful planning and facilitation of assessment design and conditions to ensure equitable opportunities for all students to best demonstrate their learning.

Assessment should:

- be recognised as central to classroom practice
- be fair, valid, reliable and accessible -with clearly stated learning intentions and assessment design criteria
- be fit for purpose – a range of modes of assessment should be used
- encourage student agency
- develop learners capacity for self-assessment so that they can become reflective
- be inclusive of all learners (with multiple entry and exit points)
- be used to gather and interpret information about student learning in order to inform teaching and move student learning forward
- be used to provide timely and informative feedback about how to improve in order to help learners move forward

Educators will:

- **Regularly record** and maintain evidence of learner achievement
- **Analyse** learner achievement data to inform planning and practice

The role of the Principal is to:

- Lead the school community through analysis of data to influence continuous school improvement
- Evaluate assessment and reporting practices
- Review the school's practices, taking into account changing priorities and the changing needs of students and communities
- Ensure clear information to students and parents/caregivers about how assessment and reporting occur in the school
- Provide the opportunities for students, parents/caregivers to participate actively in the reporting process
- Fulfil compliancy and other requirements to external agencies

The role of the parent/caregiver is to:

- Be fully informed of the school's policy on Assessment and Reporting
- Positively and actively support their child's participation in the variety of assessment and reporting practices

The role of staff is to:

- Plan with assessment criteria in mind when developing teaching and learning strategies
- Utilise a range of assessment types and tasks to enable for a differentiated curriculum
- Provide feedback to students aligned to assessment
- Report to students, families and other stakeholders
- Use professional judgement and collaboration to determine performance standards
- Use data to inform teaching and learning programs (as per the Annual Data Collection Timetable)

The role of the student is to:

- Learn to use a range of processes to gather and provide evidence of their learning progress
- Monitor and evaluate their learning progress
- Understand the place of assessment and reporting in their own learning

REPORTING TO PARENTS/CAREGIVERS

Formal Reports

Teachers will report on the students' understanding, skills and knowledge based on the Crossways Religious Education Curriculum and the Australian Curriculum Achievement Standards.

When reporting to parents/caregivers, requirements of the *Australian Education Act (2013) and regulations*, will be followed. In particular, student reports will:

- be provided twice a year followed by an opportunity for parents/caregivers to discuss the report with the teachers
- be readily understandable to those responsible for the student (plain language)

- give an accurate and objective assessment of the student’s progress and achievement
- include an assessment of the student’s achievement against any available national standards
- be reported as:
 - A, B, C, D and E for Years 1-6 & Working Beyond, Working At & Working Towards for Reception students
 - These results will be clearly defined against specific learning standards; and
- include the following statement on all reports for Years 1-6:
‘You can ask the school to provide you with written information that clearly shows your child’s achievement in the subjects studied in comparison to that of other children in the child’s peer group at the school. This information will show you the number of students in each of the 5 achievement levels.’

Formal reports will be sent home at the end of Terms 2 and 4. Parents/caregivers will be provided with a summative overview of their child’s work based on the student’s knowledge, understanding, and skills as measured against the Crossways Curriculum for Religious Education and the Australian Curriculum Achievement Standards, as well as effort and personal and social development.

In addition to the formal reports provided, student achievement and learning will be reported to parents/caregivers in a variety of ways throughout the year including school and class newsletters, Seesaw, learning expos and formal and informal meetings.

Structured Learning Conversations

Learning Conversations involving the student, parents/caregivers and classroom teacher/s will occur twice a year. The Learning Conversation towards the end of Term 1 will have the focus of goal setting for academic, social and emotional growth. The Term 3 Learning Conversation will review goals and give direction for future learning and focus.

At any time throughout the year, teachers, Principals, Inclusive Education and Diversity personnel and/or the parents/caregivers may request an appointment to discuss a student’s progress or issues of concern.

REFERENCES

- Australian Education Act (2013)
- CESA Guidelines for Student Reporting
- Curriculum, Assessment and Reporting in Catholic Schools CESA Policy & Procedure
- Assessment in Catholic Education Reference Paper
- Crossways Religious Education Curriculum
- Australian Curriculum

DATE FOR REVIEW

Implemented:	1999
Ratified by School Board:	1999
Reviewed:	2015, 2018, 2021, 2024
Next Review:	2027