



West Ulverstone Primary School

Assessment and Reporting Policy

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1. Scope (audience and applicability)

This policy document sets out the formal assessment and reporting requirements as directed by the Department of Education. It refers to formal external assessments and Reporting to parents expectations.

2. Purpose

The purpose of this policy is to provide clear expectations of the assessment and reporting practices of West Ulverstone Primary School that supports the learning and achievements of students and are consistent with the department's processes and expectations as well as national and legislative obligations.

3. Definitions

Assessment: the process of acquiring information and making judgements about students' learning over a period of time. The purpose of assessment is to monitor developments in student learning, making judgements about student achievement in relation to agreed standards, evaluate the effectiveness of teaching programs, and to inform decisions about future learning and support.

Teachers are those adults working at West Ulverstone Primary who are responsible for student learning.

Parents/carers refers to all adults responsible for the wellbeing of a student.

Reporting: Communication to parents, schools and department about information obtained from assessment. The purpose of reporting is to improve learning. It is one of the means by which parents can participate in decisions about their child's education.

School Improvement: the process by which schools strive to become increasingly more effective with the aim of becoming high performing schools; especially in the area of literacy and numeracy, student participation, general satisfaction and equity of outcomes.

4. Policy Statement

This policy aligns with the Department of Education's Assessment and reporting policy and guidelines. It is aligned to the Curriculum taught at West Ulverstone Primary.

Assessment and reporting are integral to the achievement of high quality student learning outcomes. Through this policy, student learning outcomes will be improved by assessment and reporting practices that:

- are influenced by an understanding of educational research into this area
- are integrated into teaching and learning processes in every year of schooling

- inform decision-making about future learning
- provide useful and timely feedback to students, parents and teachers
- are inclusive of the wide diversity of students and their families
- take into account relevant legislation, ministerial directions, secretarial instructions, policy, and departmental and government agreements, initiatives and strategies in designated priority areas
- enable accountability requirements to be to be met at student, school, departmental and government levels

5. Requirements

The school is accountable to the community and the department for ensuring that appropriate assessment and reporting practices are established within our school. This includes the assessment of student learning and reporting student achievement to parents. It is also a department requirement for the school to report their performance and achievement standards.

The essential assessment and reporting requirements include:

- legislative requirements as described in the *Education Act Tasmania 1994* and Section 58 of the *Australian Education Regulation 2013*
- implementation of the recommendations of the Reporting to Parents Taskforce as articulated in *Reporting Requirements* for the current year
- requirements for assessment and reporting under the *Australian Curriculum* as outlined in the *Assessment and Reporting Procedure for the current year*
- Detailed principles for assessment and reporting are articulated in the procedures document which accompanies this policy

Roles and Responsibilities

School principals are to:

- provide leadership in strategic planning at a local and system level
- ensure the implementation of this Assessment and Reporting Policy and accompanying procedures in their school

Teachers are to:

- ensure that their assessment and reporting practices and processes meet the requirements of this policy and the accompanying procedures

Parents are to:

- participate in the reporting process as outlined in the school reporting agreement

Students are to:

- contribute to discussions about assessment and monitoring processes
- participate in parent/student/teacher discussions at mid-year reporting
- respond to assessments made by peers, teachers and others

School Assessment and Monitoring Framework

Monitoring and Assessment Framework WUPS								
	Kinder	Prep	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
February	KDC 1							
March		PIPS 1						
April		Progress Report– Home 20 th March						
May					NAPLAN		NAPLAN	
June	Parent Meeting	Bench Marking using PM Kits						
July		Midyear Reports/3 Way interview -						
August								
September	KDC 2							
October		PIPS 2						
November (mid – late)		Bench Marking using PM Kits						
		PAT R – Grade 1-6						
		SWST						
		PAT MATHS – Grade 1-6						
December	Kinder Report	End Year reports						

Reporting Timeline

The reporting timeline will be directed based on DoE reporting timeline information disseminated to schools each year. Based on 2016 information the following is a guide

Kindergarten

Report	Report Timeframe
<p>Informal information sharing conversations Kindergarten teachers will talk with all parents to ensure their child has the best possible start to school.</p>	Before Week 6 of Term 1
<p>Parent/teacher meetings The focus of these meetings is to inform parents about:</p> <ul style="list-style-type: none"> • how their child has settled into school • the results of the Kindergarten Development Check (KDC) • any area of concern. <p>A copy of the KDC should be given to parents at the meeting.</p>	Within three weeks of completing the first KDC.
<p>Letter to parents For those children who are identified as being at risk in the second KDC</p>	Within three weeks of completing the second KDC.
<p>Celebration of Learning (Full written report) A written report containing evidence of children's learning against the five outcomes from <i>Belonging, Being and Becoming – The Early Years Framework for Australia</i>. Parent should be offered the opportunity for a face-to-face interview.</p>	Between five and 15 days before the end of the school year.

Prep to Grade 6

Reporting Schedule	Report Timeframe
<p>Progress statement A short report provided to inform parents about how their child is settling in to school and to advise them of any early areas of concern.</p>	Reports to parents by end of Week 6 of Term 1.
<p>Full written report A report providing clear, detailed information about their child's progress and any matters that need attention. Issuing this report at mid-year allows time for teachers and parents to assist students with problems they may have with their learning. This report should be given to parents at either a three-way (teacher-parent-student), or a two-way (parent-teacher) interview. In exceptional circumstances, the report may be sent home and a telephone interview arranged. Schools should seek to minimise the time between report writing and conducting interviews.</p>	<p>Recommended Report writing completed and face-to-face interviews held by end of Term 2.</p> <p>Alternative Report writing completed by end of Term 2. Face to face interviews held during first four weeks of Term 3.</p>
<p>Summary report A report providing parents with brief information about their child's end-of-year results. There will be a final opportunity for a face-to-face interview, if required.</p>	Reports to parents between four and ten days before the end of the school year.

6. Associated Documents and Materials

The following documents are available from our school website

<http://westulverstoneprimary.education.tas.edu.au/Pages/Home.aspx>

or the DoE website <https://www.education.tas.gov.au/Pages/default.aspx>

- <https://www.education.tas.gov.au/documentcentre/Documents/Assessment-and-Reporting-Policy.pdf>
- <https://www.education.tas.gov.au/documentcentre/Documents/Infosheet-TeachingLearning-Reporting.pdf>

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