St Joseph’s School has in place assessment and reporting procedures that inform teaching practice and provide information on student progress to parents/caregivers and students. *(SACCS Policy on the Assessment and Reporting of Student Achievement in Catholic Schools and Pre-Schools 2008).*

**RATIONALE:**
We at St Joseph’s School acknowledge that:

- Assessment and Reporting procedures in Catholic Schools take into account the student’s intellectual, moral, spiritual, religious, physical, emotional and social development.
- Task emphasis is on individual growth, effort and stages of development.
- The procedures reflect sound educational thinking which takes into account the different purposes of assessment and promotes the use of a broad range of instruments.
- Assessment policies and practices are flexible, taking into account individual differences.

Central to all educational assessments at St Joseph’s there is a focus on student learning and how do we improve the learning programs to meet the needs of individual students. Assessment is integral to learning and aims to improve the quality of each student’s performance in their schooling. It also provides students, teachers, parents and guardians with information that will help them to better understand the student’s learning needs and improve educational programs to meet those needs.

Both students and teachers are expected to participate in the assessment, review and evaluation of student achievements.

Teachers use a range of assessment tools which include anecdotal records, checklists, observation grids, diagnostic tests, unit summaries, audio and video recordings, digital photos, student self assessment notes, annotated responses and rubrics.

**Reporting Strategies:**
Early in Term 1 we have an information evening, at which students and parents have an opportunity to explore the learning environment of their class and have informal discussions with teachers.

Student work books, completed tasks and diaries are used to regularly comment on learning, routines and projects / contracts. Student workbooks are used for each of the 9 Key Learning Areas. When a student brings home their work books, families are encouraged to become involved in the learning through sharing and providing positive, detailed feedback, both written and oral. Parents are invited to use the following framework to develop the discussion.

**READ** together, or **DISCUSS** with your child what he/she has done.

**ASK** questions that will help explain his/her learning e.g. successes, review of past work, discussion of goal-setting, self assessment and learning responsibilities.

**WRITE** positive comments building on his/her successes and suggest ways to support your child’s learning e.g. I like …….., It is good………

**SEEK** clarification from the class teacher when you are concerned about your child’s responses.

**HELP** your child set realistic goals for improving problem areas.

Together, in this way, we are helping the student to take responsibility, for his/her learning and to become an independent, successful learner. Your interest is valued, both by your child and the teachers.
**Student Centred Discussion:**
In Term 1 a discussion takes place between parent(s) and teacher. The discussion revolves around the Essential Learnings (Futures, Identity, Interdependence, Thinking and Communication), achievements, challenges and goal setting, as well as the key Learning Areas. There is also a place to request an interview with just teacher and student.

**Early Years Assessment:**
All children in their 5th term of school are assessed using the Early Years Assessment instrument to gather data about their early literacy development. The Reading Recovery program is our early intervention program. It is used to help students whose Early Years Assessment results indicate the need for additional support in the areas of Reading and Writing.

**NAPLAN Testing:**
The school participates in the National Assessment Program Literacy and Numeracy (NAPLAN) tests. These occur when the student is in Year 3, 5 & 7 usually in early May each year. The school receives an extensive report of students' achievements. The results are always carefully analysed and used to review the success of current programs and to design intervention programs for individual students. Parents receive a detailed report of their child’s comparative achievement against the achievements of all students of that year level across the state.

**PAT Testing:**

**Running Records:**

**BURT Testing:**
The school

**Relative Achievements - Schools Assistance Act:**
The Schools Assistance (Learning Together-Achievement through Choice and Opportunity) Act 2004 requires all schools to provide meaningful information to parents about their child’s progress and achievement.
The Act requires that student reports will:-
- Be provided in writing at least twice a year followed by an opportunity for parents to discuss the report with teachers.
- Use plain English that is easy for parents to understand.
- Show relative achievement of students based on 5 levels (A, B, C, D, E) defined against specific learning standards articulated in the South Australian Curriculum and Standards Accountability Framework.

Signed:
Chairperson School Board: *Kieran Johnson* .................................................August 2014
Principal: *Don DePalma* .................................................................August 2014

Policy Review Date: August 2014
Next Review Date: August 2017