



Assessment & Reporting Policy

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 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 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 as needed in other terms.

Early Years Assessment:

All children in their 1st, 5th & 9th term of school are assessed using the Early Years Assessment instrument to gather data about their early literacy development. This data is used to help identify students who need additional support in the areas of Reading and Writing. Interventions are then planned by class teachers.

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 and nation.

PAT Testing:

Students in Year 3-7 undertake PAT-M (Maths) and PAT-R (Reading) tests in Term 1 and Term 4 each year. These identify areas of strength and challenge, and allow teachers to measure growth over the year.

Running Records:

These records are conducted with students below level 30 reading ability multiple times throughout the year. Running Records help identify student progress as well as areas requiring development.

Spelling:

R-2 THRASS Hot words. Years 3-7 SA Spelling Tests.

Students undertake these spelling tests in Term 1 & 4 each year to measure progress.

Pre- & Post-Tests:

Teachers use pre- and post-testing in the area of Mathematics to identify student strengths and areas for development. The results of these Assessments are used to identify students for targeted intervention, as well as for extension.

Reporting:

Interim Traffic Light Reports are distributed at the end of Terms 1 & 3 to give parents a snapshot of student achievements measured against the Australian Curriculum standards for their year level. We use a traffic light system to highlight any areas of concern.

Full written Semester Reports are distributed at the end of Terms 2 & 4. These are a comprehensive report with grades for each learning area, as well as comments about Literacy, Numeracy and general comments.

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 by Principal:

Don DePalma

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