



1. POLICY STATEMENT

1.1 **Assessment** is the process of collecting evidence of student learning in order to draw an inference about an individual's (or a group's) current level of attainment.

Student Reporting is the process of communicating information to a range of stakeholders about student learning—including a student's level of attainment and the progress they have made.

The fundamental purpose of assessment and reporting is to improve student learning at the school, classroom and system level.

Whole school assessment and reporting of student learning is undertaken formally and informally for all learners, including students with disabilities.

1.2 Assessment is incorporated into the teaching and learning cycle as an integral component.

1.2.1 Intended assessment strategies are identified in teaching and learning programs.

1.2.2 Assessment:

- provides students with the opportunity to demonstrate achievement of outcomes for their relevant stage of learning.
- valid and reliable.
- time efficient and manageable for students and teachers.
- is adapted to ensure relevant, equitable and fair assessments for special education students.
- is aligned with syllabus outcomes and the literacy and numeracy progressions.

1.2.2 Teachers plan for assessment when developing teaching and learning programs. Additional assessments will be made during the course of teaching and learning.

1.2.3 Teachers use a variety of appropriate assessment for, as and of learning strategies to build formative, diagnostic and summative information for all students. This includes strategies such as:

- SENA
- Running Records
- Educheck (where relevant)
- PAT Maths
- PAT Reading
- Dalwood Spelling
- Teacher learning observations and monitoring
- Analyses
- Peer Assessments / student presentations / reports
- Individual / collaborative tasks
- Student evaluations
- Questioning techniques
- Real time student feedback / teacher and student goal discussions
- Task moderation / collection of student work
- Collegial feedback
- Syllabus
- Progressions
- NAPLAN

1.2.4 Assessment information is collected and recorded in order to:

- guide teaching and learning.

- monitor and evaluate student syllabus progress.
- report achievement to parents, care givers and relevant authorities in accordance with school, departmental and state government requirements.
- have a formative record of assessment data for each and every student in literacy and numeracy.

1.3 Reporting

1.3.1 Dalmeny Public School will provide parents and carers with formal and informal opportunities to receive and discuss information about their child/children's learning.

1.3.2 Dalmeny Public School's reports are:

- based on NSW Department of Education policy.
- time efficient and manageable.
- developed in consultation with the school community.

1.3.3 Parents and carers are provided with a written report at the end of Semester 1 and Semester 2. The reports comply with policy standards and requirements for Early Stage 1 to Stage 3.

The reports will:

- use plain English
- provide information on a student's learning in all six KLAs; English, mathematics, creative arts, history, geography, personal development, health and physical education and science and technology.
- include teacher comments for each KLA or subject; comments will identify areas of student strength and areas for further development.
- have information about the student's attendance at school
- provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements.
- provide information about the student's social development and commitment to learning.
- compare the student's achievement in each KLA or subject against state-wide syllabus standards using the A to E scale or descriptors.

Describe this achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	High	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

Page 2

Where the word summaries are used, the report will contain a statement to explain that the five point achievement scale used in this report equates to the A – E scale.

1.3.4 Students identified with English as an additional language or dialect (EAL/D) will be provided with a report on their overall learning progression phase and their progress in English.

1.3.5 Reports for students where learning is impacted by disability.

Reports for students with disabilities whose learning program is:

- commensurate with that of their same age peers will receive the school's overall report formats in line with the standards and that of their peers.
- adjusted and different to that of their age peers will receive reports indicating achievement against their personalised learning program.

P – Personalised

'Personalised' reports are provided for students with moderate or severe levels of intellectual disability. 'Personalised' reports may also be provided for students with other disabilities in KLAs or subjects where a student's learning is based on syllabus outcomes that are different from the age/stage of their peers.

In addition to reporting the student's achievement, schools also may report the student's achievement using the following scale in KLAs or subjects through written comments:

P4 – Independent

The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

P3 – Frequent

The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.

P2 – Occasional

The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

P1 – Beginning

The student has some existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

1.3.6 Reporting to parents – comparing student achievement with their peer group at Dalmeny Public School.

In response to parent requests the school will provide information that illustrates their child's comparative achievement to his or her peer group at Dalmeny Public School. The information shows the number of children in the group in each of the achievement levels.

The school will provide information through the school reports as to how they can access that information.

Exception: The school is not required to provide comparative peer information to parents in regard to students on personalised learning plans.

1.4 Assessment and Reporting Whole School Scope and Sequence

Page 3

2. AUDIENCE and APPLICABILITY

2.1 This policy applies to all Dalmeny Public School staff, students and parents.

3. CONTEXT

3.1 The Assessment and Reporting Policy is an adjunct to the Curriculum and Planning Policy and is developed to provide greater clarity in response to the implementation of K – 6 assessment and reporting practices.

RESPONSIBILITIES and DELEGATIONS

4.1 Dalmeny Public School Principal and School Executive will:

- ensure the currency of the Assessment and Reporting policy and support material
- provide oversight of the policy and implementation including advice and assistance to staff
- notify staff of changes to the policy.

5. MONITORING, EVALUATION and REPORTING

5.1 The principal, school executive and delegated teachers will:

- supervise policy implementation and report evaluations to the Director of Educational Learning NSW Public School

5.2 Director of Educational Learning for the Blue Mountains', Public Schools NSW will:

- monitor and support the implementation of the policy at Dalmeny Public School and report to Metropolitan North executive director.

5.3. Executive Directors will:

- collect information to inform the Directors, Early Learning and Primary Education and Secondary Education and for evaluation of the policy.

5.4. The Directors, Early Learning and Primary Education, and Secondary Education will:

- monitor the implementation of this policy and will report annually, or as required, to the Executive Director, Learning and Teaching.

Policy Date: 9th September 2019

Date for review: May 2022 or as required.