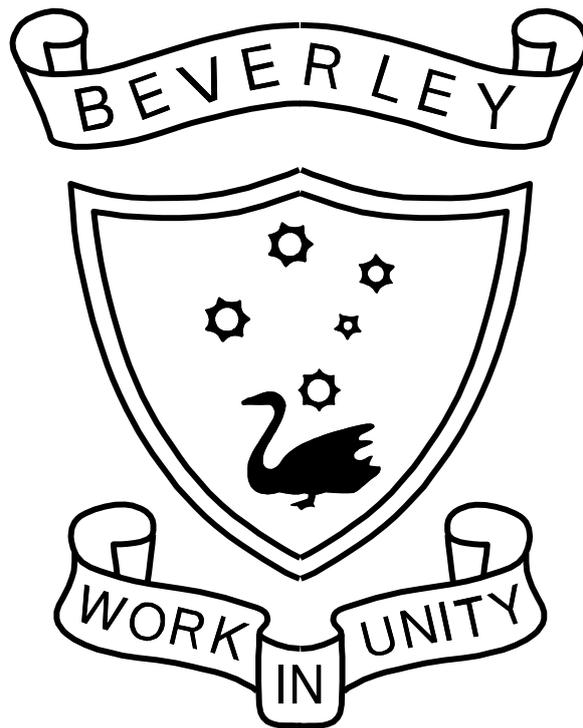


# Assessment and Reporting Policy



## Beverley District High School

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## **Rationale**

Assessment is the process of gathering information about students and their learning and making judgements using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning. Reporting is the process of communicating the outcomes of assessments to parents, carers and students.

The Beverley DHS assessment and reporting policy specifies how we:

- provide individual students with feedback on their learning
- use student achievement information to plan future learning programs
- make judgements of student achievement in relation to expected standards
- administer prescribed national, State and system assessments
- communicate with parents about student achievement and progress
- report to parents for each student at the end of each semester
- distribute to parents prescribed national, State and system assessment reports.

Through valid, educative, explicit, fair and comprehensive assessment teachers report student achievement. In particular it allows teachers to monitor the progress of students and diagnose learning difficulties. It allows teachers to adjust programs to ensure all students have the opportunity to achieve the intended outcomes.

## **Partnerships**

Parents/Guardians are an essential part of their child's academic and social development and partnerships are fostered in several ways:

- Parents/Carers are expected to contribute their knowledge about their children through parent-teacher meetings, communication books, parent-teacher discussions (eg phone/face-to-face, requested meetings, case conferences – at point of need) and letters.
- Parents/Guardians are informed of school priorities and intended learning outcomes through Parent information sessions, teacher information sheets and School Handbooks.
- Feedback from Parents/Guardians on effective reporting strategies is sought from time to time.
- School Council endorses the School's Assessment and Reporting Policy.

## **Method of Reporting**

The following reporting strategies will be available each year:

- Formal report Semester One and Semester Two (System Summative Report)
- NAPLAN (Yr3, 5, 7 & 9) and WAMSE Results (Yr5, 7 and 9)
- School Annual Report

In addition the following reporting strategies will be used to convey valuable information to Parents/Guardians:

- Parent Information Meetings
- Individual Education Plans (IEPs)
- Individual Behaviour Plans (IBPs) and Review Meetings
- School Newsletters
- Telephone Contact
- Homework

## **Key Reporting Dates Throughout the Year**

<b>Type of Report</b>	<b>Year Group</b>	<b>When it Occurs</b>
On Entry Assessment	PP	Term 1 – February
Parent Information Evening	K – 10	Term 1 – February
Interim Report	K – 10	Term 1 – April
NAPLAN	Years 3, 5, 7 & 9	Term 2 – May
Semester 1 Reports	K – 10	Semester 1 – July
WAMSE	Years 5, 7 & 9	Term 3 – August
Semester 2 Reports	K - 10	Semester 2 – December

### **Reporting in Western Australian schools Years 1–10**

The purpose of this policy is to set the requirements and guidelines for Beverley DHS reporting on student achievement for Years 1–10.

We report to parents twice annually in each of the 8 Learning Areas – English, Mathematics, Science, Social Sciences, The Arts, Health & Physical Education Languages and Technologies.

We may report across various modes in each Learning Area, eg English (Reading & Viewing, Writing and Speaking & Listening) to provide further clarity.

### **Mid-year reporting**

Australian Curriculum achievement standards will describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. In midyear reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade, students demonstrating satisfactory achievement would be allocated a C Grade.

#### Additional reporting information

Our school's formal reports to parents also include:

- teacher comments
- an assessment of the student on a core set of student attributes such as attitude, behaviour, effort and personal qualities
- any additional information we consider relevant.

The school has available written information that clearly shows each child's achievements in the subjects studied in comparison with that of other children in the child's peer group. This information shows the number of students in each of the five achievement levels.'

Beverley DHS communicates with parents and carers throughout the year to ensure that they are well-informed about their child's progress. In addition to formal end-of-semester reports, teachers report informally in a variety of ways, including:

- information sessions about the teaching and learning program,
- parent or carer informal conversations with the teacher that may include the student,
- annotations in homework diaries or journals,
- letters, email and other forms of correspondence that inform parents,
- collections of selected annotated and referenced work samples,
- responses to requests from parents and carers for additional information.

## **Staff Responsibilities**

- Develop whole school curriculum plans to ensure all students have the opportunity to achieve from the Australian Curriculum over the period of their schooling.
- Report student achievement as part of the School Review process and use this information for School Improvement planning.
- Develop a teaching and learning program. Use the Principles of Teaching, Learning and Assessment, as the basis for planning, monitoring and assessment.
- Plan assessments that are valid, fair, explicit, educative and comprehensive.
- Administer whole school assessment tools as per the MIS schedule.
- Inform parents and caregivers about academic progress, development of core-shared values, social/emotional indicators, work habits and effort.
- Develop and regularly review IEPs to ensure student needs are being addressed.
- Report on Achievement Targets in Years 3, 5, 7 and 9 (Semester Two).
- Encourage Parents/Caregivers enquiries about their children's progress.
- Constantly monitor student work and provide useful feedback.

## **Student Responsibilities**

- Complete all assessment tasks and homework.
- When required to, take assessments home to parents and return them to school.
- Seek help when they do not understand any work given to them by their teachers.
- Seek to improve their performance.

## **Parent Responsibilities**

- Assist their children with their learning where appropriate.
- Keep the communication lines open between the school and the home.
- Monitor homework and keep a check on diaries and homework schedules and requirements.
- Take up the opportunities provided to learn more about their children's progress.
- Maintain and model a positive attitude towards education.
- Support the school in implementing any programs that staff feel may benefit their child.

## **Review of Reporting Progress**

Staff continually assess the Reporting Policy to ensure it suits the needs of the community. Parent feedback is sought periodically on the School's Reporting Policy and procedures.

## **Areas of Concern**

Staff will inform parents (in writing, by phone or face-to-face interviews) when issues of concern arise about the learning progress and achievement of their students.

## **Further Information**

Initial queries should be directed to the classroom teacher and then the Deputy Principal.