



RATIONALE

East Narrogin Primary School's Reporting Policy focuses on two key aspects:

1. Reporting individual student progress and achievement to parents and caregivers; and
2. Reporting whole school achievement to the school community.

Through valid, educative, explicit, fair and comprehensive assessment practices, teachers collect information on student progress and achievement. This information forms the basis for planning and teaching at individual, class and whole school levels. Reporting is the communication of this assessment information to parents and caregivers.

Please refer to our school's Assessment Policy for more specific information about assessment.

PARTNERSHIPS

Schools and families share responsibility for student learning so it is important to work together to further students' academic and social development. Partnerships are fostered in several ways:

- ❖ Parents and caregivers are encouraged to contribute their knowledge about their children through parent-teacher meetings, communication books, parent-teacher discussions (e.g. phone/face-to-face, requested meetings, case conferences – at point of need) and letters;
- ❖ Parents and caregivers are informed of school priorities and intended learning outcomes through parent information sessions, teacher information sheets, newsletters and school handbooks;
- ❖ Feedback from parents and caregivers on effective reporting strategies are sought from time to time; and
- ❖ The school seeks endorsement from School Council for major changes to the Reporting Policy.

METHODS OF REPORTING

The following formal reporting strategies will be available each year:

- ❖ **Formal Report;**
- ❖ **National Assessment Program in Literacy & Numeracy (NAPLAN) Report;** and
- ❖ **Annual Report to the School Community.**

The following informal reporting strategies are used to communicate valuable information to parents and caregivers:

❖ Parent information sessions/ Class meetings;	❖ School newsletters;
❖ Parent / teacher conferences;	❖ Communication books;
❖ Learning Journeys / work samples;	❖ Telephone contact;
❖ Individual Education Plans (IEPs);	❖ Home visits;
❖ Individual Behaviour Plans (IBPs)	❖ Homework; and
❖ Review meetings;	❖ Assemblies / informal discussions.

KEY REPORTING DATES THROUGHOUT THE YEAR

Type of Reporting	Year Group	When it occurs
Parent Information / Class Meetings	K-7	Beginning of Term 1
Parent Teacher Meetings	K-7	End of Term 1/Beginning of Term 2 and as required
Annual Report	Whole school	End of Term 1
Semester 1 Formal Reports	K-7	End of Term 2
NAPLAN Report	Yr 3, 5 and 7	End of Term 3
Learning Journey	K-7	End of Term 3
Semester 2 Formal Reports	K-7	End of Term 4

FORMAL REPORTS IN SEMESTERS 1 AND 2

During Semesters 1 and 2 formal reports are provided for each student from K-7. In Years 1-7 a standard format is in use across the state and includes the use of grades (A-E) in each learning area. These reports provide the following information about your child's progress and achievement over each semester:

- ❖ Academic achievement;
- ❖ Work effort;
- ❖ Attitudes, behaviour and values;
- ❖ Attendance;
- ❖ Teacher comments.

FORMAL REPORTING CYCLE FOR 2013 - 2014

All students will be exposed to learning experiences across the eight learning areas, but reporting will occur as indicated below. The school has planned a two year reporting cycle to ensure parents receive information in each learning area.

	2014	2015
ENGLISH <i>Literacy, Literature and Language - integrated through:</i>	<ul style="list-style-type: none"> • Reading and Viewing • Writing • Listening and Speaking Semester 2 <ul style="list-style-type: none"> • Reading and Viewing 	<ul style="list-style-type: none"> • Reading and Viewing • Writing • Listening and Speaking Semester 2 <ul style="list-style-type: none"> • Reading and Viewing
MATHEMATICS	<ul style="list-style-type: none"> • Number and Algebra Semester 1 <ul style="list-style-type: none"> • Measurement and Geometry Semester 2 <ul style="list-style-type: none"> • Measurement and Geometry • Statistics and Probability 	<ul style="list-style-type: none"> • Number and Algebra Semester 1 <ul style="list-style-type: none"> • Measurement and Geometry Semester 2 <ul style="list-style-type: none"> • Measurement and Geometry • Statistics and Probability
SCIENCE	<ul style="list-style-type: none"> • Science Inquiry Skills • Science Understandings Semester 2 <ul style="list-style-type: none"> • Science as a Human Endeavour 	<ul style="list-style-type: none"> • Science Inquiry Skills • Science Understandings Semester 2 <ul style="list-style-type: none"> • Science as a Human Endeavour
SOCIETY AND ENVIRONMENT	Semester 1 <ul style="list-style-type: none"> • History (<i>Australian Curriculum</i>) Semester 2 <ul style="list-style-type: none"> • Investigation, Communication, Participation (<i>WA Curriculum Framework</i>) • Place and Space (<i>WA Curriculum Framework</i>) 	Semester 1 <ul style="list-style-type: none"> • History (<i>Australian Curriculum</i>) Semester 2 <ul style="list-style-type: none"> • Investigation, Communication, Participation (<i>WA Curriculum Framework</i>) • Resources (<i>WA Curriculum Framework</i>)
THE ARTS	<ul style="list-style-type: none"> • Arts Ideas • Arts Skills and Processes Semester 2 <ul style="list-style-type: none"> • Arts Responses 	<ul style="list-style-type: none"> • Arts Ideas • Arts Skills and Processes Semester 2 <ul style="list-style-type: none"> • Arts In Society
HEALTH AND PHYSICAL EDUCATION	<ul style="list-style-type: none"> • Skills for Physical Activity • Self-management Skills Semester 2 <ul style="list-style-type: none"> • Knowledge and Understandings 	<ul style="list-style-type: none"> • Skills for Physical Activity • Self-management Skills Semester 2 <ul style="list-style-type: none"> • Interpersonal Skills
LOTE	<ul style="list-style-type: none"> • Listening, Responding and Speaking (Yr 2-7) • Viewing, Reading and Responding (Yr 4-7) • Writing (Yr 6-7) 	<ul style="list-style-type: none"> • Listening, Responding and Speaking (Yr 2-6) • Viewing, Reading and Responding (Yr 4-6) • Writing (Yr 6)
TECHNOLOGY AND ENTERPRISE	<ul style="list-style-type: none"> • Technology Process Semester 1 <ul style="list-style-type: none"> • Information Semester 2 <ul style="list-style-type: none"> • Materials 	<ul style="list-style-type: none"> • Technology Process Semester 1 <ul style="list-style-type: none"> • Information Semester 2 <ul style="list-style-type: none"> • Systems

KEY: If not specified, to be reported Semesters 1 and 2 Shaded areas and italics denote: **Australian Curriculum** content

LEARNING JOURNEYS

During Term 3 our school invites parents and caregivers to attend a Learning Journey evening as one of the more informal ways to find out more about your children's progress and achievement. This event is not a parent meeting but involves your child showing you around their classroom and other areas of the school such as the library or computer lab.

At East Narrogin our Learning Journeys:

- ❖ Provide an opportunity for your child to share learning experiences of his/her choice with you;
- ❖ Help you to see the ways in which your child learns;
- ❖ Enable you to see the context around your child's learning; and
- ❖ Enable you to see some of the other work that happens in your child's classrooms that might not be able to be sent home – such as class displays, group work and murals.



RATIONALE

East Narrogin Primary School is committed to providing high-quality educational programs to meet the needs of our students. Quality assessment practices are important in the achievement of high-quality learning outcomes and form part of the teaching and learning process. This assessment policy has been developed by the school staff and outlines the individual, classroom and whole school assessment practices. It also sets out the requirements and responsibilities for students and teachers and the expectations of parents/caregivers necessary to achieve these goals.

DEFINITIONS

Assessment is the ongoing process of collecting evidence about student learning to make judgements and then take action to develop the knowledge, skills and values of students.

- ⊗ **Diagnostic** assessment identifies starting points for student learning;
- ⊗ **Formative** assessment monitors progress and informs adjustments needed to improve learning;
- ⊗ **Summative** assessment is used to show what has been achieved.

PURPOSE OF ASSESSMENT

The purposes of assessment include:

- ⊗ To find out what students already know and can do; and also what they don't know and can't do;
- ⊗ To inform planning and direct teaching and learning programs;
- ⊗ To help students to self-assess and identify their next steps in learning;
- ⊗ To assist teachers to make measured judgements about student progress and identify problems along the way;
- ⊗ To guide the choice of appropriate teaching and learning strategies;
- ⊗ To inform parents about their children's progress and achievement through informal and formal reporting processes;
- ⊗ To inform the development of whole school programs;
- ⊗ To report achievement of standards to the whole community and school system.

BELIEFS ABOUT ASSESSMENT

At East Narrogin Primary School we believe that:

1. Assessment should provide **valid** information on actual ideas, processes and products expected of students:
 - ⊗ Teacher judgements are based on quality information that addresses all parts of the focus outcomes;
 - ⊗ Assessment should include situations that authentically represent the ways in which the outcome will need to be used in the future.
2. Assessment should be **educative** so that students and teachers can learn from the assessment process:
 - ⊗ It should inform teacher planning and be easily measured;
 - ⊗ It should provide feedback for students so that they can improve;
 - ⊗ It is an ongoing process and is part of the teaching/learning/assessment cycle.
3. Assessment should be **explicit** so that students know what they need to do to complete tasks:
 - ⊗ Criteria should be described in ways that are easily understood by all students;
 - ⊗ It should help students to reflect on their own learning and to set future goals;
 - ⊗ It should help provide very real and clear evidence of outcome achievement when reporting to the community.
4. Assessment should be **fair** and used appropriately to provide useful information on student learning:
 - ⊗ A variety of assessment types should be used to cater for student differences;
 - ⊗ Assessments that are open-ended and connected to meaningful contexts are more likely to provide opportunities for all students to be accurately assessed.
5. Assessment is **comprehensive** when judgements are based on multiple kinds and sources of evidence:
 - ⊗ Assessment should be based on the 'Gradual Release' model to provide a reliable indication of whether students can do the things described in the outcomes consistently and autonomously over a range of circumstances;
 - ⊗ Assessment should be collected repeatedly over time and based on a variety of tasks.

ASSESSMENT PRACTICE

Assessment practices are reviewed annually to ensure best practice, build staff expertise and comply with departmental priorities. Examples of the different assessment types and forms employed at East Narrogin are as follows:

Diagnostic	Formative	Summative
Phonemic Awareness Standardised Test <i>(P/1/2 teachers)</i> Kindy screening – vision/hearing <i>(School Nurse)</i> Numeracy Diagnostic Task Map <i>(GiRN)</i> NAPLAN (yr 3, 5, 7) <i>(teachers)</i> Graded Reading Tests <i>(teachers)</i> THRASS Tests <i>(teachers)</i> Running Records/Alpha Assess <i>(EA/teachers)</i> Word Differentiation/Alpha Assess <i>(EA/teachers)</i> Print Concepts/Alpha Assess <i>(EA/teachers)</i> Reading Around Writing Around <i>(GiRL)</i> Stay in Step <i>(Fundamental Movement Skills)</i> <i>(teachers)</i> <i>These continue to be reviewed and refined.</i>	Work samples Anecdotal records Checklists Rubrics Observations Photographs Surveys Questioning Discussion Student responses Reflections Graphic organisers (e.g. KWLs, Y charts)	Research projects (Rubrics) Writing journals Graphic organisers Retesting – (from diagnostic) Performance/Products (Rubrics) Portfolios Learning Journeys Interviews/Conferences

Teaching input is based on content from the *Australian Curriculum* while student progress is referenced to a range of developmental progress maps such as the English and Mathematics *First Steps* Developmental Maps, Literacy and Numeracy Nets and Maths Monitoring Tools (GiRN). An on-balance judgement is made by comparing student achievement against the Department of Education's Statements of Expected Standards (C Grade Descriptors) and the A-E Exemplars, which have been referenced against the *Australian Curriculum* Expected Standards.

ROLES AND RESPONSIBILITIES

Quality and timely assessment that makes a positive contribution to student learning relies on all stakeholders working together and taking responsibility for their roles. These responsibilities are as follows:

Students	Teachers	Administration	Parents/Caregivers
<ul style="list-style-type: none"> • Self assess, reflect and goal set; • Take responsibility for their own learning; • Work hard to achieve their personal best. 	<ul style="list-style-type: none"> • Develop and use a repertoire of effective assessment practices to purposely inform the teaching and learning cycle and to report to parents and the school system; • Involve students in the assessment process by helping them to self assess, reflect and goal set; • Make criteria explicit for students; • Provide feedback for students; • Use standard / system assessments and participate in moderation tasks to validate professional judgements of student progress and achievement. • Encourage and maintain two-way communication with parents. 	<ul style="list-style-type: none"> • Develop and review an assessment policy in collaboration with staff; • Communicate policy to school community; • Support, organise and promote two-way communication opportunities; • Analyse and use assessment data to inform planning and to guide teacher development; • Support the opportunity for teachers to participate in moderation activities and readiness for administering and analysing NAPLAN. 	<ul style="list-style-type: none"> • Encourage students to try their best; • Maintain two-way communication; • Support students by attending events to find out about their learning such as learning journeys, case conferences and interviews; • Celebrate student learning by attending special days/events; • Support student by giving feedback and sharing thoughts and ideas; • Follow up with school recommendations and referrals.