REPORTING AND ASSESSMENT

Rationale
Our Belief Statement states that learning is a developmental process where students are encouraged to build on prior knowledge and understanding.

Assessment and reporting is a systemic and government requirement that provides feedback of individual children's progress in their learning.

Beliefs
- All assessment and reporting procedures should be positive and constructive
- Each child is an individual and should be assessed accordingly
- As co-educators, parents and teachers should share information about the child's progress
- Children are active participants in the learning process and have the opportunity to reflect on their own progress
- We are accountable for the learning experiences and progress of our students.

Formal Reporting Procedures
- Parent Teacher Interviews are held at the beginning of each year (Meet the Teacher) and then a formal Parent Teacher Interview at the end of Semester One (June) and Semester Two (December)
- Written Semester One and Semester Two Reports that are:
  - Are achievement based
  - Show standards for level of achievement
- Presentation of Student Achievement Portfolios at the end of Semester One and Semester Two including:
  - A Student self-assessment for all levels Prep to Year 6
- Availability of appointments between parents, teachers and principal throughout the year if required
- Parent Support Group (PSG) meetings held for all special needs children (Funded and Unfunded) as required
Assessment Schedule

English

Year P-2 CLaSS Testing: Pre and Post as required by CEOM
SINE testing

Year 3-6 Probe Pre and Post
Burt Pre and Post
Peters & Smith Dictation Years 3 & 4 Dictation 3, Years 5 & 6
Dictation 4 (Pre and Post)
Writing Analysis Pre and Post
Spelling Analysis — Term 1
Writing Analysis — Term 1
Running Records

NAPLAN Year 3 & 5

Mathematics

In Terms 1 and 3 all children complete the SINE screening test. As early as possible in first term children whose screening test identifies areas of need complete a clinical interview to determine teaching needs. Throughout the year children's progress is closely monitored by means of pre and post unit tests, observation and further clinical interviews. The classroom Maths program has been greatly enhanced by the school's participation in the “Contemporary Learning and Teaching” Program.

Religious Education
Formal assessment is reported to parents in semester 1 and semester 2.

The Arts
The Arts are assessed and reported in semester 1 and semester 2.

Integrated Curriculum
Integrated curriculum assessed and reported on in semester 1 and semester 2.

Specialist Programs
Specialist programs assessed and reported on in semester 1 and semester 2.
Assessment Files
Central Literacy Files (Managed by Literacy Leader – Stored in NForma)
  • CLaSS Literacy Survey (P-2)
  • Running Records (P-2)
  • Probe Testing (3-6)
  • Writing Analysis Pre/Post (3-6)
  • Spelling Analysis Pre/Post

(3-6) Classroom Files

  • Literacy (Prep to 2)
    Class Summary Sheet
    Term 4 Writing
    Analysis
    – Term 4 Spelling Analysis
    Term 4 Running Record
    Classroom Summary Sheet
    – Reading Recovery Recommendations for students in Year 1 discontinuing the program
    Term 4 Spelling Analysis Term 4
    Writing Analysis
    – Term 4 RR for students at risk
  • Maths (Managed by the Numeracy Leader- Stored In NForma)
    – Screening Test
    – Clinical Interview

  • Program Support Group Meeting Minutes
  • Individual Learning Plans
  • Reports and Suggested Activities from outside agencies
STUDENT WELFARE OFFICE

- Students self-assessments are included in the Student Achievement Portfolio
- Reports from previous schools
- Program Support Group Minutes
- Referrals — all original documentation
- Photocopies of references
- Parent replies to teacher recommendations eg repeating grades

Reviewed Term Two 2011