ST MATTHEW'S SCHOOL

NARROGIN

ASSESSMENT AND REPORTING POLICY

Ratified August 2012 – Review Date: 2015

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RATIONALE

St Matthew's School is committed to providing high quality educational programs to meet the needs of our students. Quality assessment and reporting practices are important in the achievement of high quality learning outcomes, and form part of the teaching and learning process. This assessment and reporting policy has been developed by the school staff, and outlines the individual and whole-school assessment and reporting practices (see Appendix 1). It also sets out the requirements and responsibilities for students and teachers, and the expectations of parents/caregivers to achieve these goals.

DEFINITIONS

Assessment is the process of collecting information, both formal and informal, about individual student achievement in all facets of their learning. The interpretation and description of that achievement is an assessment.

Reporting is the process of this information being openly and clearly reported, from the teacher to parents and students, in a variety of ways.

BELIEFS

At St Matthew's we believe:

- Assessment and reporting to parents is based on the premise that each child develops at his/her own rate and that the child is an integral part of the assessment and reporting process.
- Assessment and reporting practices should motivate students to go on learning and growing, and allow teachers to show that each student's achievements are valued.
- Assessment and reporting practices should ensure that each student is aware and receives feedback on his/her own learning so he/she may confidently work to consolidate and improve existing skills and acquire new ones.
- Assessment and reporting contains useful information for teachers and parents so as to set future lessons, directions and goals for progress and development.
- Assessment and reporting should be an ongoing process with regular feedback to the parties involved.

PROCEDURE

1. St Matthew's will follow CEO WA recommendations in assessment and reporting.
2. Individual teachers will use a wide range of strategies to collect and provide explicit, authentic, credible and reliable data about the development of each student, and record information to report on the development of these individuals in their classes.
3. Individual teachers will develop a manageable system of keeping records/data that can provide a rich mix of evidence pertaining to student learning.
4. Data recording will be related to the outcomes.
5. Data collection will be in accordance with the learning program but must include dated work samples.
6. Teachers will undertake moderation of student work samples in team meetings so that teachers at each level will have common interpretations of standards.
7. A detailed summary in the form of an individual "hand-over proforma" for each student will be passed on to the new teacher, each year.
8. Students, parents and teachers will be active participants in the evaluative process.

Assessment procedures will be performed at St Matthew's that allow for the following types of assessments to take place...
Diagnostic Assessment- identifies starting points for student learning;
Formative Assessment- monitors progress and informs of adjustments needed to improve learning;
Summative Assessment- is used to show what has been achieved.
(See Appendix 1 for assessments that take place in each year level.)

Reporting procedures will follow this format:

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
Semester 1 Formal Reports	K-7	End of Term 2
NAPLAN Report	Yr 3, 5 and 7	End of Term 3
Student Portfolio/ Three Way Conference	K-7	End of Term 3/ Beginning of Term 4
Semester 2 Formal Reports	K-7	End of Term 4

ROLES AND REPONSIBILITIES

Quality and timely assessment and reporting 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
Self assess, reflect and goal set; Take responsibility for their own learning; Work hard to achieve their personal best.	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, and three-way communication with parents and students where necessary.	Develop and review an assessment and reporting policy in collaboration with staff; Communicate policy to school community; Support, organise and promote two-way communication opportunities; Analyse and use data to inform planning and to guide teacher development; Support staff to participate in moderation activities. Support staff in readiness for administering and analysing NAPLAN.	Encourage students to try their best; Maintain two-way communication; Support students by attending events to find out about their learning such as parent class meetings, interviews and Three Way Conferences; 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.

APPENDIX 1

ASSESSMENT ACROSS THE GRADES

Assessment	K	PP	YR1	YR2	YR3	YR4	YR5	YR6	YR7
Literacy									
Observational Survey			*	*	*				
Lexile					*	*	*	*	*
SA Spelling/ Schonelle			*	*	*	*	*	*	*
Running Records			*	*	*	*	*	*	*
Diana Rigg Literacy Tasks	*	*							
Maths									
Maths Programme Tests		*	*	*	*	*	*	*	*
PAT Maths					*	*	*	*	*
Religious Education									
Bishops' RE Literacy Test					*		*		
Other									
Pips		*							
NAPLAN					*		*		*
Health Screening	*								
Learning Potential Testing					*			*	
WAMSE							*		*
Portfolios	*	*	*	*	*	*	*	*	*
Anecdotal Records and Checklists	*	*	*	*	*	*	*	*	*
Teacher Designed Assessment Tasks (e.g. spelling, times tables, demand writing, comprehension etc.)	*	*	*	*	*	*	*	*	*
* Must be undertaken in this grade.									