

Ungarra Primary School

Respect Resilience Integrity Excellence

Assessment and Reporting Policy

This policy clarifies expectations of educators to use curriculum to:

- Design student learning
- Monitor and assess student progress
- Report student progress to parents
- Support student wellbeing

Objective:

In implementing curriculum and pedagogy, and in assessing and reporting on student learning and achievement as a school we expect that:

1. a commitment to high-quality, effective teaching and learning in the 21st century context is evident
2. teaching and learning programs are designed to meet the identified learning needs of diverse student profile
3. the South Australian Teaching for Effective Learning (TfEL) Framework, the Australian Professional Standards for Teachers, and the Australian Professional Standard for Principals will provide the basis by which educators strive for excellence for students and for themselves as professionals
4. A high performance culture is developed and nurtured in an environment which encourages collaboration and the free exchange of ideas within and across schools, support centres and units.
5. Reception–Year 10 teachers in DECD schools are required to plan, teach, assess and report on students' learning using the **Australian Curriculum**

At Ungarra Primary School we:

- meet the requirements of the DECD Child Protection in Schools by delivering the **Keeping Safe: Child Protection Curriculum**
- use the **Aboriginal Cultural Studies** resource, wherever possible with the participation of Aboriginal people, to maximise learning of the Australian Curriculum cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures.

Pedagogy

All teachers are required to base their pedagogy on the South Australian Teaching for Effective Learning (TfEL) Framework in order to ensure that how they teach the Australian Curriculum and design learning improves student engagement, intellectual challenge and achievement.

Assessment

All teachers are required to assess students' learning and collect data about students' achievement of Australian Curriculum standards. This data will be used to inform the teaching, learning and assessing cycle to support improvement and progress in students' learning achievements.

Reporting

All educators Reception–Year 10 are required to report formally twice per year in writing to students and their families about each student's progress. Progress should be reported in relation to the achievement standards for all implemented learning areas of the Australian Curriculum using plain language that is easy to understand and grades A–E or word equivalents.

Party/parties	Roles and Responsibilities
Principal	<ul style="list-style-type: none"> • developing and putting into effect plans and processes that enable the requirements of this DECD policy to be met at their site • working with staff members to develop their skills for planning quality teaching and learning programs that maximise student engagement, intellectual challenge and achievement. • Ensure latest DECD policies, updates and information around assessment and reporting is passed on to teaching staff. • Ensure all staff are familiar with DECD Standards of Educational Achievement • Overseeing assessment and moderation practices • Maintain whole school approaches to assessment and reporting and ensure that professional standards are met. • Ensure templates and editing occurs in a timely manner • Ensure parents are informed about assessment and reporting through the newsletter and Governing Council.
Teachers	<ul style="list-style-type: none"> • using the Australian Curriculum for planning, teaching, assessing and reporting on all learning areas • using the <i>South Australian Teaching for Effective Learning (TfEL) Framework</i> to design and teach learning programs that engage and improve the achievement of each and every student • working in professional learning communities with other educators, students, families and communities. • creating and maintaining a safe and positive learning environment. • Ensure parent teacher interviews are conducted in accordance to DECD Standards of Educational Achievement • Ensure that term overviews of key learning areas are provide to parents every term/unit • Provide parents with two written report cards in Term 2 and Term 4 • Provide parents with the opportunity for face-to-face Parent Teacher Interviews in Term 1 and Term 3 • Keep up to date records and evidence of student learning • Moderate students work samples against ACARA and other student work samples with other staff members • Provide relevant feedback to students about their learning • Ensure parents are informed throughout the year about students' progress • Ensure they are available to speak to parents on request •
Parents	<ul style="list-style-type: none"> • Attend two face-to-face interviews a year and reschedule a time if you can't make a time in the interview block • Request an appointment with relevant teachers to discuss report cards • Follow the Grievance Procedure should you have any complaints about report cards • Read term overviews and ask questions should they arise • Talk to teachers throughout the year should you at any time have concerns about your child's progress • Attend (if possible) parent information sessions about assessment and reporting.

Appendices

Timeframes for Assessment and Reporting at Ungarra Primary School

Report cards to line manager/Principal	Monday week 8, Term 2
	Monday week 7, Term 4
Report cards home to parents	Monday Week 10, term 2
	Monday Week 9, Term 4
Parent Teacher Interviews	Mid Term 1
	Mid Term 3
Term Overviews	Termly – by the end of week 2.

Guide for teachers for Implementing the Australian Curriculum

Learning Areas	Year Level	Allocated Time
English / literacy	R–7	300 minutes 5 hours per week
Mathematics / numeracy	R–7	300 minutes 5 hours per week
Science	R–3 4–7	1.5 hours per week 2 hours per week
HASS	History and Geography R-7	30 mins per week each for Junior Primary 60 mins per week for Upper Primary
		30 mins per week
	Civics and Citizenship year 3-7 Economics and Business year 3-7	30 mins per week
The Arts	R–7	1 hour per week Junior Primary 1.5 hours per week Upper Primary
Languages	R–7	1.5 hours per week
Health and Physical Education	R–7	2 hours per week
Design and Technology	R–7	R-2 30mins per week 3-7 1.5 hours per week

The Keeping Safe: Child Protection Curriculum and the Aboriginal Cultural Studies resource are expected to be used by teachers as they design quality teaching and learning within the eight learning areas of the curriculum. There is no expectation for additional reporting and assessing against the Keeping Safe: Child Protection Curriculum or the Aboriginal Cultural Studies resource.

Reporting A-E Guide

A	Your child is demonstrating excellent achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the content, key ideas and concepts • Very high level of competence in the skills and processes • Uses these skills and processes in new contexts
B	Your child is demonstrating good achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Extensive knowledge and understanding of the content, key ideas and concepts • High level of competence in the skills and processes • Uses the skills and processes in some new contexts
C	Your child is demonstrating satisfactory achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of the content, key ideas and concepts • Expected level of competence in the skills and processes • Uses skills and processes in familiar contexts
D	Your child is demonstrating partial achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Basic knowledge and understanding of the content, key ideas and concepts • Limited level of competence in the skills and processes • Some ability to use skills and processes in familiar contexts
E	Your child is demonstrating minimal achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Very basic knowledge and understanding in a few areas of the content, key ideas and concepts • Very limited competence in some of the skills and processes • Beginning ability to use skills and