



HUNTERS HILL PUBLIC SCHOOL

Assessment & Reporting Guidelines & Procedures

Rationale

Hunters Hill Public School will provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.

The school's procedures for reporting to parents will be:

- based on the Department's policy
- time efficient and manageable and
- developed in consultation with parents/carers and teachers.

Curriculum planning and programming

Hunters Hill Public School teachers plan curriculum and develop teaching and learning programs which are consistent with the Education Act and Board of Studies syllabuses.

Curriculum planning and teaching programs will meet the Departmental Policy Standards.

Teaching and learning programs will incorporate assessment as an integral component.

Teaching and learning programs will indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies.

Assessing

Hunters Hill Public School teachers plan assessments so that:

- students can demonstrate achievement of outcomes for the relevant stage of learning
- valid and reliable assessment strategies are used
- the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.

Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.

Hunters Hill Public School teachers use a variety of appropriate assessments for judging student achievement. This are outlined in the schools *Assessment and Reporting overview*.

Teachers collect and record assessment information to:

- guide ongoing teaching and learning
- monitor and evaluate student progress
- report achievement to parents and relevant authorities in accord with school requirements and Department policy

Hunters Hill Public School will provide parents/carers with a written report on their child's learning twice per year. The components of the written report will meet the Departmental Policy Standards.

Reporting to parents – components of the written report

Hunters Hill Public School will report on the six key learning areas of English, Mathematics, Science and Technology, Human Society and Its Environment, Personal Development, Health and Physical Education and Creative Arts.

- In English and Mathematics, reports will show achievement information for each broad syllabus strand.
- In Kindergarten, reports will include English and Mathematics and other key learning areas covered in the reporting period.
- Speciality teachers e.g. French, Music and Library will also be reported on student's achievement in respective KLAs.

The parents of all students are to be provided with a written report twice a year. The written report for each student will:

- use plain language
- provide information on a student's learning in each of the KLAs
- include teacher comments for each KLA or subject ; comments will identify areas of student strength and for further development
- have information about the student's attendance at school
- provide information about student achievement in relation to school

Five Point Achievement Scale

Hunters Hill Public School will use the following five point achievement scale to report to parents for students in Years 1 – 6. Achievement is judged in relation to syllabus standards.

The achievement scale is to be used for reporting all KLAs or subjects.

The achievement scale enables schools to describe each student's achievement using the following descriptors.

Outstanding A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

High B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

Sound C

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

Basic D

The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

Limited E

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Where the word summaries are used, the report will contain a statement to explain that the five point achievement scale used in this report equates to the A – E scale.

Hunters Hill Public School will provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers.

Hunters Hill Public School will disseminate to parents/carers the reports from state-wide testing programs and, as appropriate, will provide opportunity for discussion between teachers and parents/carers.

English as a second language (ESL) students, K -6

Reports for students learning English as a second language (ESL students) will provide information about:

- learning in each of the key learning areas
- information about the student's progress in learning English from the ESL teacher (where students are receiving ESL support through direct teaching or collaborative teaching modes)

Hunters Hill Public School will use the following grades for ESL students to report achievement in English when reporting to parents. The student's report will indicate that it shows achievement in learning English judged in relation to the *ESL Scales*.

ESL 6 The student can communicate with developing accuracy and complexity of language in formal and informal situations. With assistance, the student can analyse complex texts and can improve their writing through planning and revision.

ESL 5 The student can communicate with varying fluency and accuracy, ideas about a range of topics. With assistance, the student can analyse unfamiliar texts and write and edit using appropriate language and structure.

ESL 4 The student can communicate ideas about familiar topics using suitable language. With assistance, the student can understand the main ideas and details in texts and plan and write about a variety of familiar topics.

ESL 3 The student can take part in simple conversations in social and learning situations. With assistance, the student can read and learn from simple texts and can write stories and factual texts.

ESL 2 The student can communicate simple messages in familiar situations. With assistance, the student can read and write simple texts about personal experiences, events and ideas.

ESL 1 The student is beginning to learn English. Some students can communicate using single words. Other students can communicate using simple words and phrases and can read and write simple sentences.

For new arrival ESL students in primary, central and high schools, if appropriate, other KLAs or subjects studied may be reported against the five point achievement scale, otherwise only a comment need be provided.

For other ESL students (more than four terms in an Australian school), achievement in the KLAs or subjects (other than English) will be reported using the five point achievement scale.

Teaching and Learning Programs

Learning programs, based on Board of Studies (BOS) syllabuses, are to be provided to address each learning area in each year of schooling.

In providing curriculum, schools are to ensure that priority is given to English and Mathematics in all primary years especially in the early years.

Schools have flexibility in how they deliver learning programs, for example through integrated programs, provided that:

- approximately 50% of time is allocated for English and Mathematics and 40% of time for the other KLAS and sport
- as part of the 40% allocation, schools are to include two hours per week for planned physical activity, including in Years 3 – 6, a minimum of one hour for sport
- provision is made for Special Religious Education in each primary year, where authorised personnel from approved providers are available.

There are no additional K – 6 curriculum requirements for schools to meet.