



# Assessment and Reporting Policy

February 2024

# Purpose

The purpose of this policy is to ensure that Minarah is implementing assessment and reporting practices that support the learning and achievement of its students. At Minarah we believe that improved student learning and deeper understanding requires a range of assessment practices that encompass three overarching purposes:

- Assessment for learning – occurs when teachers use inferences about student progress to inform their teaching
- Assessment as learning – occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment of learning – occurs when teachers use evidence of student learning to make judgments on student achievement against outcomes.

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<b>Date of next review:</b>	February 2025	<b>Owner:</b>	Principal/s
<b>Type of policy:</b>	State-wide (DoE) Tailored by school	<b>Approval:</b>	School Board
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## Positioning within Minarah operational model

Component	Element
<input type="checkbox"/> Strategic Leadership and Planning	
<input type="checkbox"/> Monitoring, Reporting and Data	
<input checked="" type="checkbox"/> Governance and Accountabilities	
<input type="checkbox"/> Teaching and Learning	
<input checked="" type="checkbox"/> Culture, Ethos and Wellbeing	
<input checked="" type="checkbox"/> Curriculum and Assessment	
<input type="checkbox"/> Pathways and Enrichment	
<input type="checkbox"/> Parents and Community	
<input type="checkbox"/> Finance, IT & Estates	
<input type="checkbox"/> Our People	

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## 1.0 Assessment and Reporting Policy & Procedures

Assessment and Reporting are integral to the achievement of high-quality learning outcomes for all learners.

### 1.1 Definition of Assessment

Assessment is the process of gathering and analysing quality information about students' learning over a period of time. Its purpose is to:

- Monitor and facilitate student learning.
- Provide individual students with feedback on their performance;
- Make informed judgements about student achievement;
- Evaluate the effectiveness of the teaching programs;
- Inform decision makers about the future learning needs and support;
- Assist with identification of students at education risk;
- Allow students to set goals for their learning;
- Report student achievement to parents; and
- Broaden home/school links that will enable parents to further assist with their child (ren's) learning.

### 1.2 Assessment Practice

This section must be read in conjunction with the *Assessment Handbook and Guidelines* for each cohort (Year 7 – Year 12). Every student has a copy of this booklet and it is also available on the School Website.

Teachers use a range of assessment strategies to make accurate and balanced judgements about their students' performance.

These may include but not limited to:

- Formative assessments – monitoring progress during a learning task.
- Summative assessments – establish level of achievement at the end of a unit of study (Topic test);
- Open ended tasks;
- Standardised test such as NAPLAN;
- Quizzes;
- Criterion referencing;
- Student teacher conferences;
- Teacher constructed tests and/or assessments;
- Oral and/or ICT presentations;
- Research based assignments;
- Self-assessments; and
- Formal examinations.

## 2.0 Roles and Responsibilities

All stakeholders of the Minarah educational community have a shared responsibility to participate fully in the Assessment and Reporting processes.

### 2.1 Executives

- Ensure that the Assessment and Reporting policy and procedures are fully implemented.
- Develop and maintain processes and organization all arrangements to facilitate effective monitoring of student learning which includes both summative and formative assessments;
- Ensure that teachers have access to professional learning in assessment procedures
- Provide opportunities for collaboration between teachers to ensure consistency of judgements.

### 2.2 Teachers

- Ensure that their assessment practice meet the requirement of this policy;
- Ensure that students understand and are involved in the assessment process;
- Exercise their professional judgement when monitoring students' progress and determining grades for reporting;
- Provide valid feedback to enhance future learning;
- Maintain accurate and accessible records in Sentral Mark book and their own Spreadsheets;
- Ensure that reports to parents are written in plain language and are easily understood by parents;
- Design assessments that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts.

### 2.3 Students

- Make an honest and genuine attempt at all assessment tasks;
- Ensure that due dates are strictly followed;
- Make constructive and honest assessments of their own learning;
- Follow up on the feedback provided by the teacher;
- Reflect and respond for future improvements;
- Understand plagiarism and its implications.

### 2.4 Parents

- Attend information sessions and parent/teacher interviews.
- Communicate relevant information that may affect their child's ongoing learning.
- Maintain contact with teachers in relation to their child's progress and ways to assist their learning;

## 3.0 Reporting

Reporting is to communicate with the stakeholders about the information obtained from assessments. Ongoing communication throughout the year is critical to ensure that stakeholders, particularly parents, are kept informed of their child's progress. It also provides a chance for parents to inform the school of any developments at home that might impact the child's learning.

### 3.1 Parents and Carers

Parents and Carers are provided with two formal reports in plain English twice a year. The report includes:

- teacher comments;
- student achievements in each KLA;
- outcomes assessed;
- social skills and commitment to learning.

### 3.2 Additional Reporting

In Addition to formal reports, teachers report informally in a variety of ways, including;

- Parent teacher discussions;
- Telephone discussions between parents and teachers;
- Communications through parent portal in Sentral;
- Interim reports in Term 1;
- Correspondences from teachers through letters to advise parents about successes (awards) and concerns;
- Information sessions about teaching and learning program

### 3.3 Student achievement for each KLA is reported using the following descriptors:

Achievement Grade		Achievement Descriptors
Outstanding	A	(85 – 100) This level indicates outstanding achievement in the course. 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	(70 – 84) This level indicates a high level of achievement in the course. 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	(50 – 69) This level indicates sound achievement in the course. The student has a sound knowledge and understanding of the main areas of the content and has achieved an adequate level of competence in the processes and skills.
Basic	D	(30 – 49) This level indicates basic achievement in the course. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	E	(< 30) This level indicates elementary achievement in the course. 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.

## Document Control

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<b>Approved by:</b>	Minarah Board	<b>Meeting Date:</b>	

## Revision History

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V 1.1	Template Change	Jay Halai	February 2022
V1.2	Template Change	Saireen Hussain	February 2023
v1.3	Key Contact Name Change	Samina Ali	February 2024