



## Primary School Assessment and Reporting Policy

<p><b>Policy:</b></p>	<p>At Hills International College, assessment is an ongoing process of gathering, analysing, and acting on evidence of student learning to inform teaching. It involves students and teachers working together to monitor, document, and adjust learning as needed. Assessment provides both feedback and feedforward, supporting progress and achievement.</p> <p>Assessment is integral to all teaching and learning and is central to the Primary Years Programme. It guides students in developing knowledge, skills, concepts, and approaches to learning. Students are assessed against the Australian Curriculum in Knowledge and Understanding and Application of Skills, using a five-point scale.</p> <p>Our approach values both the process and products of inquiry. The primary objective is to provide meaningful feedback that informs further learning while promoting self-assessment and critical thinking. Effective assessment integrates assessment <i>for</i>, <i>of</i> and <i>as</i> learning, and is:</p> <ul style="list-style-type: none"> <li>• <b>Authentic</b> – connects to the real world.</li> <li>• <b>Clear</b> – with goals, success criteria, and learning processes.</li> <li>• <b>Varied</b> – using a range of tools and strategies.</li> <li>• <b>Developmental</b> – focused on individual progress.</li> <li>• <b>Collaborative</b> – involving teachers and students.</li> <li>• <b>Interactive</b> – through ongoing dialogue.</li> <li>• <b>Feedback to feedforward</b> – using current evidence to guide future learning.</li> </ul>	
<p><b>Scope:</b></p>	<p>Students, parents, guardians and carers of students, employees, contractors, volunteers, external providers, persons at the College on special programme visas, and people undertaking work experience or vocational placements (hereinafter referred to as "College Community")</p>	
<p><b>Policy Owner:</b></p>	<p>Principal</p>	
<p><b>Status:</b></p>	<p>V2</p>	<p><b>Supersedes:</b> v1</p>
<p><b>Authorised by:</b></p>	<p>Principal</p>	<p><b>Date of Authorisation:</b> 31/10/2025</p>
<p><b>Review:</b></p>	<p>2 Years – August 2027</p>	



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## Types of Assessment

At Hills, the classroom teacher engages with a variety of assessments, which demonstrate a student's achievement. Teachers use a range of methods to document evidence of student learning and understanding.

### Formative Assessment ('for' and 'as' learning):

Ongoing and embedded in teaching, formative assessment provides feedback that guides next steps in learning. It helps students reflect, build motivation, and take ownership of their progress.

### Summative Assessment ('of' learning):

Conducted at the end of a learning cycle, summative assessment provides a clear picture of achievement. It measures understanding of knowledge, skills, and concepts, and informs future teaching.

### External Standardised Assessments:

Students also participate in external assessments, such as PAT and NAPLAN. These provide additional data to benchmark achievement, monitor progress over time, and inform teaching and learning at a whole-school level.

## External Standardised Assessment

At Hills, external standardised assessments are used to complement classroom-based assessment and provide additional information about student learning and the effectiveness of school programs. These assessments are one of many tools that support a whole-school approach to monitoring progress.

Standardised assessments are specifically used to:

- Inform teaching and learning.
- Provide data that shows student growth over time.
- Guide decisions about curriculum and program development.
- Support collaboration between classroom teachers and the Inclusive Education Team in identifying students who may require additional assistance.

## Reporting

Reporting assessment at Hills International College includes communicating what students know, understand, and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive, and understandable to all parties.

Reporting to parents and students occurs through:

### Parent-Teacher Interviews

Parent-teacher interviews are held at the end of Term 1 each year. These interviews allow teachers an opportunity to share with parents how their child is settling into their current year level. It also allows the teacher to share with parents areas of strength and development for their child in curriculum areas such as English, Mathematics and Unit of Inquiry. This is done through the gathering and use of work samples, assessment data, and anecdotal notes. Interviews can also be requested by the classroom teacher at any stage throughout the year and through the Semester 1 report card.



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## The Written Report

At Hills, the written report provides a formal record of each student's achievement at a point in time. Using professional judgement and collaborative moderation, teachers make balanced decisions about how student work aligns with the Australian Curriculum achievement standards.

Reports outline progress and achievement in English, Mathematics, Unit of Inquiry, and Specialist areas, and include a general comment that reflects learner attributes, goal setting, and both academic and social growth. Written reports are issued twice a year, at the end of Semester One and Semester Two.

## Student-Led Conferences

Student-Led Conferences are informal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between the child and their parent/s or caregivers.

The focus of the Student-Led Conference is on students' progress both academic and social. Student-Led Conferences are designed to give students ownership and agency of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

## Digital Portfolio (Toddle)

At Hills, Toddle is used as the digital portfolio platform to support student learning and reporting. The portfolio highlights student effort and achievement across all curriculum areas, creating a shared space for students, teachers, and families.

Through Toddle, students take ownership of their learning by uploading work samples, reflecting on their progress, and setting goals. Teachers guide students to *create, reflect, share, and collaborate*, using digital artefacts as evidence of learning across subject areas.

## The Exhibition

In their final year of the Primary Years Programme, Year 6 students complete the PYP Exhibition. The Exhibition is an extended, collaborative inquiry that serves as a culminating assessment of their primary years. The Exhibition provides students with the opportunity to demonstrate independence, responsibility, and ownership of their learning while synthesising the knowledge, skills, and understandings developed throughout the programme.

As both a learning process and an assessment, the Exhibition allows students to:

- Engage in an in-depth, collaborative inquiry.
- Explore multiple perspectives on a chosen issue or opportunity.
- Apply and reflect on their learning journey through the PYP.
- Take meaningful action as a result of their learning.
- Share and report on their understanding in an authentic, student-driven way.