



# Stradbroke Schools

## 2009 Assessment and Reporting Policy and Practice Review



### Rationale:

- It is essential to involve all staff in:
  - understanding the Stradbroke Schools school policy and practice
  - the opportunity to contribute to the policy and practice review
  - making a commitment to Stradbroke Schools assessment policy and practice essential agreements
- It is important to ensure the review is a collaborative process between school leaders, teachers and the school community.
- The assessment and reporting policy and practice document must be related to DECS and the IB policy directions.
- The purpose of the review is to improve and support :
  - the quality and effectiveness of our schools' assessment and reporting practice
  - teaching and learning at Stradbroke Schools
  - consistency across the school
  - staffs' ability to articulate the schools' assessment and reporting policy and practice
  - provide new staff with information and essential agreements during their school induction
  - provide information for parents and the wider community

### Definition:

- Assessing-how we actually discover what the children have learned
- Recording -how we choose to make a note of what we have learned
- Reporting– how we pass on that information



# Stradbroke Schools

## Assessment and Reporting Policy and Practice



### **Belief Statement**

Stradbroke Schools assessment and reporting policy and practice document is shaped by the DECS and IB assessment and policy principles.

DECS and IB believe that assessment and reporting is integral to:

- all teaching and learning
- providing quality information to students, parents DECS and the wider community

Stradbroke Schools is a DECS school. The IB recognises the need to respect our local and national educational requirements.

### **DECS Assessment and Reporting Policy Principles**

The policy principles are:

- All students have the right to be skilled and knowledgeable participants in the processes of assessment and reporting.
- Effective teaching practices rely on assessing and reporting strategically.
- Effective assessment and reporting of student achievement requires a co-ordinated whole school approach.
- Effective assessment and reporting practices are equitable.
- Effective assessment and reporting requires the use of a comprehensive range of methods and strategies.

*Source: Assessment and reporting for schools –Exploring the policy principles DECS*

### **PYP / MYP assessment and reporting principles**

Within the PYP and MYP continuous assessment should be an integral part of teaching.

The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and children to identify their strengths and weaknesses and the effectiveness of the program.

Formative, summative, self –assessment, assessment criteria and portfolio assessment are essential to the assessment process.

Reporting is a means of giving feedback from assessment to students, parents, staff, Governing Council, DECS and IB.

Effective reporting should:

- involve parents, children and teachers as partners
- reflect what the school community values
- be comprehensive, honest ,fair and credible
- be clear and understandable to all parties
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

*Sources: PYP Assessment handbook. MYP*

### **Definition:**

- Assessing-how we actually discover what the children have learned
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# STRADBROKE PRIMARY SCHOOL ASSESSMENT AND REPORTING OVERVIEW



## IBPYP

### Acquaintance Night

- Groups / Individual teachers meet in classrooms to provide an overview to parents
- Parent questionnaires

### Conferences

- Teacher / Student
- Teacher/parent
- Student- led conferences

### Written Reports

Formal report cards -national education requirement- Term 2 and Term 4

- Summative
- Student Self Evaluation
- Student Goal Setting
- NEP-Negotiated Education Plan
- IEP- Individual Education Plan

### Formal Testing and Diagnostic testing

- Term 1 & Term 3 in Literacy :
  - comprehension
  - spelling/ dictation
  - running records
  - spelling
- ESL scales
- Testing students with special needs
- NAPLAN National Testing in Literacy and Numeracy

### Open Ended Tasks

### Student Learning Portfolios

Terms 1, 2, 3 and 4

- Units of Inquiry work samples
- Student self-assessment / reflections, peer assessments
- Subject specific work samples Examples /reflections on Learner Profile
- Ongoing Summative and formative assessments

### Assesment tools

- Rubrics
- Checklists
- Continuums

### Process focussed assessments

- student note taking
- graphic organisers

### Open Evening Term 3 Years R-7

## Assessment and Reporting Practice

### End of Unit culminating activity

- class DVD
- Year 5 exhibition
- Open morning

### Observations

- anecdotal evidence
- (written / photographic)

### Assessment tools

- Rubrics
- Checklists
- Continuums

### IB Learning Celebrations

- Formal and Informal throughout the year

### Displays

- Celebrating and communicating student learning and achievement

### Informal Structures

- Class / School Newsletters
- Assemblies
- Performances
- Informal discussions on student progress with parents and students
  - Phone calls
  - Letters / notes

**Years 3-7 ICAS** (International Competitions and Assessments for schools)

### National and International Competitions

- Competitions offered include Maths, English, Science, Computing, Writing, Spelling, Maths Olympiads

## STRADBROKE SCHOOLS REPORTING PLANNER

There should be a **minimum of 2 school/home communications per term** informing parents of the class activities and program.

### *Term 1*

|                   |   |
|-------------------|---|
| <b>Week 1</b>     | Send home general welcome letter.   |
| <b>Week 2</b>     | School Newsletter to include <ul style="list-style-type: none"> <li>• an invitation to Acquaintance Night with details of the agenda for the evening.</li> </ul> Classroom teachers send home class invitations for Acquaintance Night (see Appendix 1, 2 & 3 for sample).<br>Support & specialist staff prepare information sheet explaining program detail to be distributed at acquaintance night. |
| <b>Week 3 / 4</b> | Tuesday evening - Acquaintance Night – Week 3, Yr.R-5, Week 4, Yr. 6/7  |
| <b>Week 1-11</b>  | R-7 Student Portfolios sent home at the completion of Units of Inquiry.<br>Opportunity for parents to speak to support and specialist staff will be provided.   |
| <b>Week 8-11</b>  | Yr R-7 student led interviews   |

### *Term 2*

|                  |   |
|------------------|---|
| <b>Week 1-10</b> | R-7 Student Portfolios sent home at the completion of Units of Inquiry.                 |
| <b>Week 8</b>    | All teachers writing mid year reports.  |
| <b>Week 9</b>    | Completed reports to Principals/Deputy Principals for signing.                          |
| <b>Week 10</b>   | Yr. R-7 teachers send home Mid Year Reports. Copy of report to be held in central file. |

### *Term 3*

|                  |   |
|------------------|---|
| <b>Week 1-10</b> | R-7 Student Portfolios sent home at the completion of Units of Inquiry. |
| <b>Week 9</b>    | Open Night with classroom displays highlighting inquiry methodology.    |

### *Term 4*

|  |  |
|--|--|
| Information held for the student class folders-will be forwarded to next year's teacher. | All teachers complete End of Year Record proforma giving class curriculum overview and progress and achievement details on individual students.<br><br>Student personal folders are updated and information over 2 years old will be culled. |
| <b>Week 5</b>  | Year 5 PYP Exhibition  |
| <b>Week 8</b>  | R-7 End of Year report to be completed and sent to Principals & Deputy Principals for signing.   |
| <b>Week 9</b>  | R-7 Reports to be sent home. Copy of report to be held in central file.<br>R-7 Student Portfolios sent home.   |

**Parents, teachers and students may at any stage request additional interviews.**

NAPLAN results for the Year 3/5/7 students are provided to parents mid year. Interviews to discuss results are available on request.



# STRADBROKE PRIMARY SCHOOL ASSESSMENT AND REPORTING OVERVIEW



## IBMYP Years 1 and 2

### Acquaintance Night

Term 1

- Principal - introduction and welcome to the IBMYP
- Individual teachers meet in classrooms to provide an overview to parents
- Sub school information newsletter

### Interviews

Term 1

- Parent / Student / Teacher interviews and presentations
- As required during the year

### Written Reports

(Mid Year and Term 4)

- Summative
- Student Self Evaluation
- Student Goal Setting
- Student Reflection on Areas of Interaction

### Standardised Testing

Term 1 & Term 3 in Literacy :

- comprehension
- spelling

### Student Learning Portfolios

Terms 1, 2, 3 and 4

1. IBMYP criterion referenced assessment
2. IBMYP Induction Day
3. Areas of Interaction reflections
4. Units of Inquiry work samples
5. Student self-assessment / reflections, peer assessments
6. Subject specific work samples

### DECS – Assessment & Reporting against SACSA Outcomes

Term 3

- LaN National Testing in Literacy and Numeracy

## Assessment and Reporting Practice

### End of Year CD

Produced by all students

### Celebrations

- Formal and Informal

### Informal Structures

- Newsletters
- Assemblies
- Performances
- Informal discussions on student progress with parents and students

**ICAS** (International Competitions and Assessments for schools)

### National and International Competitions

- Competitions offered include :  
Maths, English, Science, Computing, Writing, Spelling, Maths Olympiads
- Ongoing Summative and formative assessments

### Open Evening Term 3

2006 - Celebration of the International Learner