



**Stradbroke School**  
Principal: Tanya Scanlan

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## Stradbroke School Reporting and Assessment Policy

### Policy Context

Stradbroke School is a Department for Education (DfE) school. The International Baccalaureate (IB) recognises the need to respect local and national educational requirements. Our school demonstrates a strong commitment to inclusive pedagogy and diversity.

Guided by the *Curriculum, Pedagogy, Assessment and Reporting Policy* (January 2025), our educators use inclusive practices such as differentiation, flexible assessment, and cultural responsiveness to meet diverse student needs and uphold the DfE's commitment to equity and inclusion.

### Belief Statement

Stradbroke School believes that reporting and assessment are integral to;

- All teaching and learning.
- Building a positive partnership between school and home.
- Providing quality information to students, parents, DfE and the wider community.

### DfE and IB Assessment and Reporting

The Purpose of Assessment;

- Supports teachers in monitoring and evaluating what students know, understand, and can do.
- Assessment informs teachers to adjust instruction to meet students' learning needs and informs ongoing teaching and learning.
- Provides students with feedback on their learning, helping them to recognise their strengths and identify areas for growth.
- Encourages goal setting, self-reflection, and fosters student agency in their learning.
- Incorporates a range of strategies including formative and summative assessment, self-assessment, learning intentions, and success criteria, all of which are integral in supporting student learning.
- Families become more informed when they understand their child's learning goals, what they are working towards, and the progress they are making.

The Purpose of Reporting;

- Informs parents and carers of their child's learning progress and achievement, in relation to the SA and Australian Curriculum.
- Strengthens the partnership between home and school by keeping families informed and engaged.
- Communicates learners' progress and achievement to the Department for Education (DfE).



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- Reporting against the Australian Curriculum Achievement Standards and/or the South Australian Curriculum learning standards for all eight learning areas and subjects, using A–E grades or their word equivalents.  
A 'C' grade (or equivalent) represents the reference point, indicating a satisfactory and expected level of achievement.
- Providing parents or carers with at least 2 written reports per year for each student
- Reporting is also provided through 3-way interviews- student/teacher/family, Portfolios, learning meetings, Year 6 PYP Exhibition.

Evaluation of student learning and teaching programmes also ensures accountability and improvement by;

- Using assessment data to evaluate the effectiveness of teaching programs and whole school strategies.
- Supporting educational planning, policy development, and resource allocation.

### IB Portfolios

Formative and summative assessments, along with work samples from Units of Inquiry, are documented in student portfolios.

A portfolio is a record of a student's engagement in learning, designed to demonstrate:

- Success and growth over time.
- Higher-order thinking and creativity.
- Assessment strategies and reflection.

Portfolios provide evidence of each student's learning journey, highlighting progress as both an individual and group learner. They promote reflection with teachers, parents, and peers, supporting goal setting and personalised learning in line with IB (2022) expectations.

### References

*Department for Education. (2025). Curriculum, Pedagogy, Assessment and Reporting: Early Childhood Services to Year 12 Policy (January 2025). Government of South Australia.*

*International Baccalaureate Organization. (2025). Assessment in the PYP. Geneva, Switzerland: International Baccalaureate Organization.*

Ratified by Stradbroke School Governing Council and Staff Sept 2025. Review Date: 2028