



ASSESSMENT AND REPORTING POLICY

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ASSESSMENT AND REPORTING GENERAL INFORMATION

Written reports are just one way that schools communicate with you about how your child is progressing at school. All schools in South Australia provide parents and carers with two written reports each year that:

- report on all subjects studied by their child
- are based on a five-point achievement scale
- use plain language
- identify areas of strength and areas that need more development.

Reports for Reception students use descriptive wording about students' progress over the year referenced to the Reception level achievement standard.

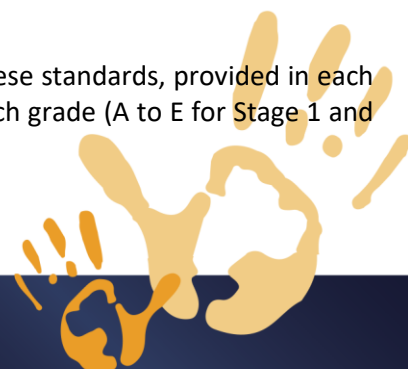
Year 1-10 student reports are based on an A - E achievement scale, supported by a description of what this means in relation to their progress against the Achievement Standard.

The Australian Curriculum achievement standards describe what students should typically be able to do, know and understand by the end of the year at each year level.

Each achievement standard describes the expected achievement for students as a result of being taught the curriculum for that year of schooling.

Each achievement standard should be treated holistically, as representing broad development of understandings and skills, rather than as discrete elements to be achieved.

Within SACE subjects, assessment is made against the performance standards. These standards, provided in each subject outline, describe in detail the level of achievement required to achieve each grade (A to E for Stage 1 and A+ to E- for Stage 2).





STUDENTS WITH LEARNING PLANS

RECEPTION - YEAR 10

There will be situations in which it is necessary for teachers to adjust curriculum, including for students with Learning Plans*. In such cases, the school will negotiate and document both the student's learning program and appropriate reporting arrangements with the student and their parent(s) /carer(s). This could include using A – E grades or word equivalents to report the student's achievement against an achievement standard from a year level other than that in which the student is placed. The relevant achievement standard should be noted in the report.

* Learning Plans: the term *Learning Plans* refers to a range of plans developed to document the needs of particular students. This includes Individual Education Plans for students who are under Guardianship of the Minister, Individual Learning Plans for Aboriginal and Torres Strait Islander students and Learning Plans designed for students with differing needs, including gifted students. This also includes Negotiated Education Plans (NEP) for students with a disability.

REPORTING AGAINST THE ACHIEVEMENT STANDARDS FOR STUDENTS WITH DISABILITY

At Jamestown Community School, students with a disability will be assessed against the achievement standards of the year level in which they are placed, unless the Deputy Principal and/or Year Level Coordinator has negotiated an alternative with the student and their parent(s) / carer(s). If an alternative is negotiated, this will be documented in the student's learning plan (NEP) and all relevant teachers will be notified.

Note:

1. Teachers will make accommodations in line with each student's NEP to support them to access the curriculum and demonstrate achievement.
2. If the student is to be assessed using curriculum from a year level other than that in which they are placed, the relevant achievement standard will be noted in the report.

SACE SPECIAL PROVISIONS

Some students are entitled to special provisions within the SACE. This may lead to adjustments in terms of teaching and assessment; however, all grades must be determined against the SACE performance standards.

If you believe that a student might be eligible for special provisions, speak to the SACE Coordinator.

COMMENTS AND GRADES

COMMENTS (Descriptive Reporting)

Teachers use descriptive reporting to provide detailed information about:

- each student's achievement against the relevant standard
- knowledge, skills and understanding - what each student has learnt
- improvement and future learning - how the teacher, student and parent/carer can support next steps to happen





GRADES

YEAR 1 – YEAR 10

A	Your child is demonstrating excellent achievement of what is expected at this year level
B	Your child is demonstrating good achievement of what is expected at this year level
C	Your child is demonstrating satisfactory achievement of what is expected at this year level
D	Your child is demonstrating partial achievement of what is expected at this year level
E	Your child is demonstrating minimal achievement of what is expected at this year level
NA	Insufficient evidence to be assigned a grade from A to E Can only be used after consultation with relevant Year Level Coordinator and when it isn't possible to determine a level of achievement (e.g. recently enrolled and can't obtain achievement level or work samples from previous school, medical reasons)

SACE

A	Excellent achievement against the performance standards
B	Good achievement against the performance standards
C	Satisfactory achievement of what is expected at this year level
D	Partial achievement of what is expected at this year level
E	Minimal achievement of what is expected at this year level

TRAFFIC LIGHTS

Traffic light data is issued to all students across Reception – Year 12 throughout the year to provide additional feedback to students and their families. Students will receive a colour indicating their progress for each subject they are studying.

Green Indicates all work is completed and is at a satisfactory standard or higher

Orange Indicates a borderline C/D grade

Red Indicates student achievement is below the standard

Parents are requested to sign the Traffic Light to acknowledge its content. It is the responsibility of the parent/caregiver to contact teachers and/or relevant Year Level Coordinator if they require further information about their child's traffic light.





ASSESSMENT AND REPORTING TIMELINE

Term	Week Issued	Year Level	Reporting Process
1	5	Reception – Year 12	Traffic Lights
	11	Reception – Year 12	Mid-semester written report consisting of: <ul style="list-style-type: none"> • A descriptive comment from each subject teacher • 4 Learning Habits Indicators • Achievement Grade
2	2	Reception – Year 12	Parent/Teacher Interviews
	5	Reception – Year 12	Traffic Lights
	10	Reception – Year 11	End of semester written report consisting of: <ul style="list-style-type: none"> • 4 Learning Habits Indicators • Achievement Grade
		Year 12	Written report consisting of: <ul style="list-style-type: none"> • A descriptive comment from each subject teacher • 4 Learning Habits Indicators • Achievement Grade
3	3	Year 12	Parent/Teacher Interviews including written feedback on: <ul style="list-style-type: none"> • student progress • work requirements remaining
	5	Reception – Year 11	Traffic Lights
	6	Year 12	Students At Risk interviews
	10	Reception – Year 11	Mid-semester written report consisting of: <ul style="list-style-type: none"> • A descriptive comment from each subject teacher • 4 Learning Habits Indicators • Achievement Grade
4	2	Reception – Year 11	Parent/Teacher Interviews
	5	Reception – Year 10	Traffic Lights
	9	Reception – Year 11	End of semester written report consisting of: <ul style="list-style-type: none"> • 4 Learning Habits Indicators • Achievement Grade

