



Purpose

Assessment and Reporting at PLHS provides students and families with timely and effective feedback supported by learning evidence, which enables the targeted growth of all individuals.

Vision

Assessment and Reporting is an inclusive, constructive and authentic acknowledgement of individual achievement where students are empowered to take responsibility for their own learning and growth.

Scope

This policy applies to all forms of assessment and reporting on student growth and achievement by staff at PLHS.

Policy Detail

The Australian Professional Standards for Teachers expect that educators assess, provide feedback and report on student learning (Standard 5). At PLHS the main elements of this are Curriculum & Assessment, Feedback, Consistency, Formal Reporting and Reflection & Goal Setting.

Curriculum & Assessment

All PLHS educators use the Teaching and Learning Cycle (TaLC) to design and scaffold learning and assessment to guide students towards independent writing. Learning takes place in a safe and supportive environment, where students have access to resources they need and the knowledge and skills to participate. Effective assessment and reporting practices are inclusive of all students and teachers will use a range of assessment strategies to ensure all students receive opportunities to demonstrate their knowledge and skills in varying contexts.

All students are assessed and reported on teaching and learning programs based on Australian Curriculum, SACE and VET frameworks with consistency across the whole school. Teachers work collaboratively to devise learning and assessment plans which are provided to students at the beginning of the course. Students are encouraged to be actively involved in co-designing assessment tasks that allow them to demonstrate the highest levels of learning according to the appropriate assessment frameworks. Students are explicitly taught to understand how assessment and reporting contributes to their learning and experience in different approaches to assessment.

Students are required and supported to participate in National and State-wide mandated assessments including NAPLAN, PAT and OECD testing.

Feedback and Continuous Reporting

Continuous reporting is the process by which educators regularly provide feedback to students and families regarding their learning progress within each subject area. Teachers provide feedback to students on each summative assessment tasks, and this is visible to students and families via the LMS. Feedback includes achievement and written comments regarding commendations (areas of strength), recommendations (areas for progress) and approaches to learning (learning behaviours, habits and dispositions). Learning progress and achievement conversations occur with students and families regularly.



Consistency and Moderation

Consistency in assessment decisions is achieved by staff participating in appropriate moderation processes. Teachers are expected to collaboratively moderate their assessment decisions, within learning areas, to ensure both consistency of judgements and to enhance their ability to design intentional and responsive learning and assessment tasks that engender high expectations and achievement for every learner. Teachers of SACE subjects engage with the SACE Board moderation processes.

Reporting

A balanced range of evidence of learning and achievement is collected from students, including formative and summative assessments, to inform assessment decisions. Reports are released to students and families via the LMS as follows:

Formal Reporting:

There are 3 types of formal reporting: Progress, Achievement and Examination Reports and occur as follows:

- Progress Reports – occur twice per semester
- Achievement Reports – occur twice per semester in the form of Mid Semester and End of Semester reports; these reports include an achievement grade, positive learning elements and attendance for all Australian Curriculum and SACE subjects, a level of growth for Literacy and a level of competency for VET reported on by the relevant provider
- Examination Reports – occur within two school weeks of all Year 10, Stage 1 and Stage 2 exams providing a percentage and corresponding grade for the level of achievement in each examination

Special Options Enrolments:

- Progress and Achievement Reports – occur twice per year; students are reported against the appropriate Australian Curriculum level or SACE subjects and this is aligned to their One Plan

Examinations:

Examination periods are held and scheduled for Year 10, Stage 1 and Stage 2 subjects as follows:

- Year 10 – all subjects that lead to a Stage 2 examinable subject will have an examination scheduled, once per semester; these all include an extended response question
- Stage 1 – all subjects that lead to a Stage 2 examinable subject will have an examination scheduled, once per semester
- Stage 2 – some SACE Stage 2 subjects have an end-of-year examination as the SACE External Component – scheduled by the SACE Board; these will also have a scheduled trial exam during the year

There are some variations for flexibly enrolled students.



Reflection and Goal Setting

Self-regulation and metacognition are important features of assessment and reporting to help students think about their own learning more explicitly. Students are supported in a cycle of reflection on their assessments, formal reports and previous set goals. This allows them to organise their feedback, revise their goals and challenge and motivate themselves, empowering students to take responsibility for their own learning and growth

Roles and Responsibilities

Roles	Responsibility and Accountability
Teachers	Implement strategies, policies and frameworks as defined by this policy. Use SACE Performance Standards and AC Achievement Standard to provide fair, inclusive and challenging assessment opportunities. Supporting students to access feedback and reports.
Learning Area Leaders	Leading and supporting their subject teachers to implement the requirements of this policy.
SACE Coordinator	Leading the management and organisation of SACE moderation processes.
Assistant Principals	Collaboratively leading the Reflection & Goal setting cycle and processes, in their area of leadership. Lead and manage national and state-wide mandated assessments in their areas of leadership. Collection and analysis of assessment and reporting data in area of leadership for whole school improvement.
Deputy Principal	Leading the management and organisation of Feedback, Reporting and Examinations Leads and supports Learning Area Leaders to improve and implement the assessment and reporting policy.
Principal	Leads and supports whole school improvement in alignment with DfE strategic requirements.

Acronym	Description
AC	Australian Curriculum
DfE	Department for Education
LMS	Learner Management System
NAPLAN	National Assessment Program – Literacy and Numeracy
OECD	Organisation for Economic Cooperation
PAT	Progressive Achievement Tests
SACE	South Australian Certificate of Education
TaLC	Teaching and Learning Cycle
VET	Vocational Education and Training