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Quality Learning Quality Futures

PGHS Assessment and Reporting Policy

This policy should be read in conjunction with the [DfE Assessment & Reporting Policy](#), the [DfE Assessment and Reporting guidelines](#) and [DfE reporting procedures](#).

Overview

Assessment and Reporting plays a pivotal role in the teaching and learning cycle. It provides opportunities to provide comprehensive information to students and families about learning progress. This policy is designed to ensure that teachers at Parafield Gardens High School:

1. Provide clear, explicit planning and delivery of differentiated learning and assessment for all units of work for all classes taught aligned to the Australian or SACE Curriculum
2. Provide full entitlement of mandated curriculum for every PGHS learner including KS:CPC curriculum
3. Deliver all three dimensions of the AC within the curriculum (Learning Areas, General Capabilities, Cross-curriculum priorities)

Scope

At Parafield Gardens High School, we believe that providing students with quality feedback from expert teachers supports them in developing their learning. Through developing quality assessment tasks aligned to achievement standards students have the opportunity to engage in mastery experiences and receive constructive and timely feedback that builds student efficacy.

Staff engage in quality professional development with their peers to develop collective staff efficacy, and engage in collaborative assessment and moderation processes to improve staff capacity. They engage in deliberate pedagogical strategies to connect students with learning opportunities. In this scope, assessment and reporting is:

- Directly linked to SACE Performance Standards or Australian Curriculum Achievement Standards;
- Flexible according to staff and student needs as identified by data;
- Formulated using summative tasks that provide feedback to move student learning forward;
- Collaboratively designed and moderated

Reporting on DayMap

All staff will upload their Learning and Assessment Plans for all classes to Daymap within 2 weeks of the class commencing. This provides students and families with detail about assessment tasks, requirements, due dates and support to further learning.

All staff will upload individual tasks at the commencement of that unit of work and provide a due date for each task. This allows students and families the opportunity to support task completion.

All staff will, within a timely manner (2 weeks), mark and assess task completion across the achievement standards (AC) or performance standards (SACE) and provide feedback about:

- students achievement relative to the appropriate standards,
- what students need to learn next, and
- how the teacher, student and parent/carer can support these next steps to happen,
- A-E grade

Feedback should also be provided throughout the learning cycle prior to summative assessment submission.

Students should upload all summative assessment tasks to DayMap for marking by the teacher.

Grades obtained for each task will be published on DayMap within 2 weeks of due date to enable families to see continuous reporting for their learner.

Semester Reports and ongoing reporting

Reports will be generated from the tasks uploaded onto Daymap at the end of each semester. Teachers will have the opportunity to provide an “On Balance Judgment” grade at the end of each semester that shows student progression against standards if this differs from the grade generated by DayMap.

Semester reports will provide a grade for all subjects the student was enrolled in during the semester (including term subjects) and the Home Group success criteria. No written comments will be provided on semester reports.

At any point in the year, families can access their child’s Daymap through the Parent Portal and view their child’s progress, by viewing the student’s tasks, teacher feedback and teacher judgements made of the learner’s progress.

Assessment and reporting across the year

	Term 1	Term 2	Term 3	Term 4
DfE requirements		NAPLAN (Year 7 and 9) LEAP levels NCCD	PAT R (Year 7-10) PAT M (Year 7-10)	
School Based	LAPs uploaded to DayMap Learning Conversations	Semester 1 written report	LAPs uploaded to DayMap Learning Conversations	Semester 2 written report
Ongoing throughout the year	Development of One Plans Literacy Screening Formative Assessment on Google Classroom			

Home Group Reporting

Home Group teachers will be required to facilitate learning conversations in Term 1 and 3 as discussed above. In addition Home Group teachers will assess student progress against the Home Group success criteria at the end of each semester. No comments will be written on reports. Year 10 Home Group teachers will also be required to assess and report against PLP SACE requirements.

Student Led Learning Conversations

In addition to the written reports generated at the end of each semester, student led conferences will be held at the end of Term 1 and 3 for all students to discuss their learning progression against their learning goals and to showcase key parts of their learning. Students will have their learning conversation with their Home Group teacher and a parent/caregiver.

During home group, students will engage in structured reflection activities to think about their learning and construct their learning conversation.

Formative and summative assessment

Teachers should have 3-4 summative assessments per semester for each class (Year 7-10), except for subjects that are on a split line in Year 7 and 8 where 2 assessments per semester is required. Year 11 and 12 classes should follow the SACE requirements of that subject as outlined in the Subject Outline. These summative assessments should align to AC/SACE standards and provide opportunities for students to demonstrate evidence at the A grade level. All summative assessment and reporting needs to occur through DayMap.

Formative assessment should be used throughout the teaching cycle to provide ongoing feedback about student learning. Prior to the submission of summative assessment tasks, formative assessment feedback is used by teachers to move learning forward for learners. This is done using **Google Classroom** and is explicit in how each student can improve their results. Parents can access these classrooms and their learner's work to see the feedback that has been provided prior to final assessment being made for each task.

Formative assessment and feedback should provide the following information to students (and parents):

- Where am I going?
- How am I going?
- Where to next?

[Refer to AITSL feedback factsheet for more information.](#)

Work Submission

It is expected that all students are supported to meet draft and summative due dates. Where due dates are not met teachers should follow up directly with the student and family, and communicate concern. Where appropriate resubmission may be negotiated with the student. When more than one due date has been missed in your class by the same student, please complete a 'Notice of Academic concern' so it can be flagged for further follow up by relevant leaders.

Supporting students with a One Plan

Teachers are required to provide quality differentiated teaching practice (QDTP) to support students with a One Plan (SWD, ATSI, or CIC). Where QDTP does not meet the needs of the student, teachers should modify learning to the appropriate year level that the student is working at and record this in the student's One Plan.

On the end of semester reports, teachers should identify the students for whom they have modified learning and assessment. All teachers must be providing appropriately challenging and supportive curriculum using relevant pedagogy. It must be inclusive for all learners (ATSI, EALD, SWD, CIC and gifted/talented).

Special Class and Alternative Learning Reporting

Reporting for Special Class and Alternative Learning will be personalised to reflect the individual learning needs of students in these programs. Senior Leader: Inclusion and Coordinator: Alternative Pathways will be responsible for working with Senior Leader: Systems and Structures to develop these reports and have them uploaded to DayMap using the same timelines.

Exams

Year 11s studying subjects that have an exam in Year 12 will have trial exams towards the end of Semester 2 (generally Week 6) to practice the skills required to sit exams. All other subjects and year levels that want to conduct exams will need to facilitate this within normal class time.

Data Checking and student progress concerns

Area of Learning Leaders, LCMs and other relevant leaders will conduct 5 weekly progress checks for all students throughout the year. To make this a meaningful experience and to allow for appropriate follow up with students it is extremely important that teachers enter assessment data (grade and feedback) onto DayMap within 2 weeks of each due date. In addition when an individual teacher has concerns about the academic progress of a student and want support from a leadership member they should enter a 'Notice of Academic Concern' through DayMap.

Roles and responsibilities

Deputy Principal

The deputy principal is responsible for assessment and reporting across the whole school and will support school leaders and staff through the application of this policy by providing advice and support to site leaders and educators to advance quality teaching and learning and successful post-school pathways for every child and young person.

Senior Leader: SACE

The Senior Leader: SACE will support school leaders and staff through the application of this policy by providing PD to ensure compliance with SACE requirements and legislation and data-based improvement strategies.

Senior Leader: Middle School

The Senior Leader: Middle School will support leaders and staff to apply this policy to their practice and support staff to comply with assessment and reporting requirements of DfE and Australian Curriculum.

Senior Leader: Systems and Structures

The Senior Leader: Systems and Structures will support school leaders and staff through the application of this policy through:

- Providing PD to staff to ensure compliance with policy requirements regarding Daymap and Google Classroom functions;
- Uploading report functions on Daymap;
- Providing school support officer time and support in troubleshooting ICT difficulties with staff;
- Uploading and generating reports to school leadership teams for quality control processes;
- Liaising with the assessment and reporting team to set up report functions, collecting staff assessment task data for leadership analysis;
- Providing area of learning leaders with the accessibility to generate timely reports on staff assessment (including upload status, assessment of task, turn-around time and publishing of tasks) for staff development and curriculum improvement.

Area of Learning leaders

The area of learning leaders will support school staff through the application of this policy through:

- Supporting staff in developing targeted goals aligned to their curriculum area of expertise and teaching responsibilities through the PDP process;
- Allocating AOL, time for collaborative task design/ benchmarking/moderation and mapping across the standards;
- Reviewing feedback provided to students and assessment results using Google Classroom and Daymap data;
- Use 5 week data checkpoints to review student achievement data and follow up as required with relevant staff and students to support improvement in academic progress

Teaching staff

Teaching staff will support the application of this policy through:

- Co-designing targeted goals aligned to their curriculum area of expertise and teaching responsibilities through the PDP process;
- Using allocated AOL time for collaborative task design, benchmarking/moderation and mapping across the standards;
- Uploading tasks with due dates on Daymap
- Uploading LAP to DayMap at the start of each next subject
- Utilising formative assessment tools and strategies on Google Classroom;
- Assessing submitted tasks within 2 weeks of due date, providing comments and feedback to students and families to support and promote continued learning.

Definitions

Achievement Standards – In each [Australian Curriculum] learning area or subject, achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level or band of years¹.

Capabilities – The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school².

Performance Standards – Student work in SACE is assessed using performance standards. These standards are provided in each subject outline and describe the quality of student learning required to achieve each grade (A to E for Stage 1 and A+ to E– for Stage 2). Performance standards offer opportunities for teachers and students to improve the quality of their teaching and learning³.

Moderation – Collaborative moderation has been identified in current research as a practice that is significant in driving intentional, responsive learning and assessment design. It aims to build consistency and confidence in teacher judgement as the first step, enabling A-E grades to be used as valid and reliable data for school improvement processes. This then enables teachers the opportunity to critically reflect on the initial learning design to ensure high expectations, engagement and achievement can be realised for every learner⁴.

¹ Australian Curriculum, Assessment and Reporting Authority (2021). *Learning Areas*. Available online at: <https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/>

² Australian Curriculum, Assessment and Reporting Authority (2021). *The General capabilities*. Available online at: <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

³ SACE (2021). *Performance standards and grades*. Available online at: <https://www.sace.sa.edu.au/teaching/assessment/performance-standards>

⁴ Department for Education (2021). *Collaborative moderation – informing learning and assessment design*. Available online at <https://edi.sa.edu.au/educating/curriculum-strategies/learning-design/resources/collaborative-moderation-schools>.