

# Gawler & District College B-12

## 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 at Gawler and District College B-12 is to support student learning by providing information to students and families about student achievement, ongoing progress and areas for further development. This policy provides teachers with a clear set of guidelines to ensure they:

1. Support student learning and enhance student motivation and commitment to learning by providing clear, explicit and differentiated learning opportunities that stretch and challenge them
2. Provide assessment for units taught that are aligned to the South Australian or SACE Curriculum
3. Inform teacher instruction by providing feedback to adjust teaching strategies
4. Evaluate learning by determining how much students have learned and achieved

### Scope

At Gawler and District College B-12, we believe that Assessment and Reporting are crucial components of our education system, providing valuable feedback on student progress and informing educational strategies. The scope for Assessment and Reporting encompasses several key aspects like:

**Formative Assessment:** Helps to monitor student learning during instruction and assists teachers and students to monitor progress towards Learning Intentions and Success Criteria. It can include; quizzes, discussions, observations and peer assessments. Formative assessments are ongoing, they provide feedback to guide immediate improvements in learning strategies.

**Summative Assessment:** Evaluates student learning at the end of an instructional period. It measures overall learning outcomes and determines the level of achievement against a standard or benchmark. Examples include; projects, folios, standardised tests and final exams.

**Reporting:** This is the process of communicating assessment results to students and families. Effective reporting should be clear, timely and provide meaningful insights into student progress, strengths, areas for improvement and next steps.

**Use of Data:** Assessment data should be used to inform instructional decisions, curriculum planning, and policy making. Data analysis helps identify trends, assess the effectiveness of teaching strategies and to allocate resources appropriately and fairly.

At Gawler and District College B-12 we are committed to providing students with quality feedback that will support and develop their learning. Through developing quality assessment tasks that are aligned to learning and performance standards, students will have the opportunity to engage in differentiated experiences and receive constructive and timely feedback that builds student dispositions to learning.

For this to happen, staff will engage in quality professional development to develop whole school staff efficacy and engage in collaborative assessment and moderation processes to improve their individual capacity.

Overall, the scope for Assessment and Reporting is broad and multifaceted, aiming to support student learning, inform instructional practices, and foster continuous improvement in education. Effective implementation of Assessment and Reporting practices enhances educational outcomes and promotes equity and excellence in the learning environment.

In this scope, assessment and reporting is:

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

## Reporting on Daymap

### Junior School R-6

Junior School staff prepare end-of-semester reports for students from Reception to Year 6 through Daymap. Reception students are not graded; however, their effort is documented within the report. For Year 1 to Year 6, reports include subject-based comments outlining academic achievement and an individualised general comment on participation across all South Australian Curriculum areas applicable for that year level, as well as content covered within the classroom. Teachers identify areas of strength and areas needing further development and reports also include progress on school values and personal qualities.

Each report includes student voice and a statement from the Head of Junior School. An A–E grade is determined by the subject or classroom teacher based on a range of formative and summative data. Students with disabilities may have a negotiated report or specific focus areas to support curriculum access and participation. Attendance and learner dispositions are also documented in the report.

In Term 1, Junior School staff conduct parent-teacher conferences to inform parents of student progress and goals for the year. In Term 3, student-led conferences allow students to reflect on their individual goals and share their learning with their families.

## Secondary School 7-12

Learning and Assessment Plans (LAP) for SACE subjects are uploaded by teachers within 2 weeks of the class commencing. This will provide students and their families with explicit detail about assessment tasks, SACE requirements, due dates and contacts for support.

All staff will upload a minimum of 2 summative tasks per term at the commencement of that unit of work. This should include a due date for each task. This allows students and their families to support task completion.

Staff will provide written feedback in Daymap during the assessment period to allow students the opportunity to improve on their work.

Once students have completed the summative requirements, teachers then mark and assess task within a 2-week period with grades, comments and feedback published. Feedback should include:

- Students' achievements relative to the appropriate South Australian Curriculum Learning Standards or SACE Performance Standards
- What students need to learn next, and where to from here
- How the teacher, student and family can support these next steps to happen
- A-E grade

## Term/Semester Reports and Ongoing Reporting for Years B-12 Overview

	Term 1	Term 2	Term 3	Term 4
<b>Children's Centre</b>		A Statement of Learning narrative document is provided to parents and the child's ongoing school		A Statement of Learning narrative document is provided to parents and the child's ongoing school
<b>Junior School R-6</b>	Parent/Teacher Interviews	Written Report	Student Led Conferences	Written Report
<b>Secondary School 7-11</b>	Tick box reports Daymap Parent/	Tick box reports Daymap	Tick box reports Daymap Parent/Teacher	Tick box reports Daymap

	Teacher Interviews		Interviews	
<b>Ongoing written feedback against assessment tasks on Daymap</b>				
<b>Year 12</b>	Written Report Parent/ Teacher Interviews	Written Report	Written Report Parent/ Teacher Interviews	
<b>Ongoing written feedback against assessment tasks on Daymap</b>				
<b>Composite Classes &amp; Disability Unit</b>	Tick box Reports Daymap In depth Home Care report Parent/ Teacher Interviews	Tick box reports Daymap In depth Home Care report	Tick box reports Daymap In depth Home Care report Parent/ Teacher Interviews	Tick box reports Daymap In depth Home Care report
<b>Ongoing written feedback against assessment tasks on Daymap</b>				
<b>ALP (Alternative Learning Programs)</b>	Tick box reports Daymap Parent/ Teacher Interviews	Tick box reports on Daymap	Tick box reports Daymap Parent/ Teacher Interviews	Tick box reports Daymap
<b>Ongoing written feedback against assessment tasks on Daymap</b>				
<b>FLO (Flexible Learning Options)</b>		Tick box reports Daymap		Tick box reports Daymap
<b>Ongoing written feedback against assessment tasks on Daymap</b>				