



## *Kilparrin Teaching and Assessment School and Services* **Assessment and Reporting Policy: Enrolled Students**

### **WHY WE ASSESS AND REPORT**

The assessment process enables all relevant information concerning the student to be used to develop an accurate description of the individual's skills, abilities and interests, to identify valued outcomes and to support the planning of an appropriate educational program for each student.

Assessment and reporting also occurs to;

- address the needs of the family/carers
- fulfil DECD requirements
- inform the Negotiated Education Plan planning process
- prepare for transition to other sites/post school options.

A detailed functional assessment is undertaken, if required, following enrolment and at other times as negotiated with the Principal and families/carers.

### **HOW WE ASSESS AND REPORT**

Assessment is a continuous activity and forms an integral part of the ongoing educational program at Kilparrin.

Teachers make ongoing evaluations about each student's responses to the daily learning activities of the class. Through observation, informal assessments are made about the student's interaction with the education environment.

Kilparrin teachers maintain documentation regarding each student's progress.

To identify the current skill level and presenting needs of each student, teachers may undertake assessments using a range of tools in the following areas;

- Australian Curriculum Learning Areas as per DECD requirements
- functional vision and/or functional hearing
- cognitive, social and emotional development (including self-initiated play), gross & fine motor skills, and communication & language
- Orientation and Mobility
- Independent Living Skills

Written reports include an expansion and discussion of the information gathered through the assessment process and may include direct observations, completed checklists and anecdotal information.

Written reports always include a report on outcomes against goals and recommendations for the setting of new SMART goals (Specific, Measurable, Achievable, Realistic & Timely).

Issues such as intermittent attendance and wellness will impact on the scope and content of assessment and reporting.

New teachers to Kilparrin will be supported through this process.

### **WHEN WE REPORT**

Regular informal reporting to families/carers occurs through the Kilparrin diary, and telephone calls.

## REPORTING CYCLE FOR ENROLLED STUDENTS

### Term 1

**Week 3:** A meeting is held with families/carers to confirm the student's individual goals and the class objectives for the year. Specific goals are agreed and strengths, accommodations and teaching strategies are documented.

Agreed goals and accommodations are incorporated into the NEP Learning Plan document.

### Term 2

**Week 7:** Written and illustrated reports in the form of *Student Portfolios* are given to the Principal for checking.

**Week 10:** *Student Portfolios* are sent home.

### Term 3

**Weeks 8 & 9:** NEP review meeting held with families/carers & other relevant persons and chaired by the Principal or delegate to discuss the student's progress, and, where appropriate, to report on any assessments undertaken.

**Week 10:** DRAFT summary of the NEP review meeting (typed by the teacher on the NEP Review Form) is given to Principal.

### Term 4

**Week 6** *Student Portfolios* and a formal written report against the required areas of the Australian Curriculum and/or SACSA framework or SACE (Modified subjects) are given to the Principal for checking and signature.

A copy of the levels of achievement, for each student, in the required areas of the Australian Curriculum given to the Deputy Principal. A school summary of the reporting against the required areas of the Australian Curriculum is included in the Annual Report

**Final week:** *Student Portfolios* are sent home.

A copy of the *Student Portfolio* (on CD - R) is provided to the front office for filing.

NB. Alternative reporting times may be negotiated with the Principal particularly in the case of part- time enrolments or when students are in transition.

Refer to the *NEP for Kilparrin Students: Policy* for specific details about the NEP Process.

## REPORTING TO THE DEPARTMENT

The Principal is required to provide an annual report to the department on student progress. Class and school profiles are developed based on the reporting against the required areas of the Australian Curriculum.

### References:

DECD *Assessment and Reporting Operational Guidelines for Preschools and Schools*

[www.decd.sa.gov.au/assessment/pages/Guidelines](http://www.decd.sa.gov.au/assessment/pages/Guidelines)

The Australian Curriculum

[www.australiancurriculum.edu.au/Curriculum/Overview](http://www.australiancurriculum.edu.au/Curriculum/Overview)

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